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PREFACE.

This report deals with the period from April 1, 1930 to March 31, 1931. I am indebted to the provincial Directors of Public Instruction whose reports I have freely used in writing this review.

F. K. CLARK,

*Educational Commissioner
with the Government of India.*

SIMLA :
September, 1932.

EDUCATION IN INDIA

IN 1930-31

I.—GENERAL SUMMARY.

Statistical progress.—The number of recognised institutions increased by 357 only to 227,189 and their enrolment by 158,235 to 12,056,837. The corresponding increases in the previous year were 3,038 and 350,605. The rate of expansion has thus been much slower than in past years. The total number of scholars in all kinds of institutions, whether recognised or unrecognised, was over 12½ millions, representing about five per cent. of the total population. The number of scholars reading in colleges for professional training and in special schools decreased by 650 and 15,494 respectively. The unrecognised institutions, the majority of which impart religious instruction of a rudimentary character, increased by 765 and their enrolment by 15,725. The following statement gives the detailed figures for the years 1931 and 1930:—

Types of Institutions.	No. of Institutions.		No. of Scholars.	
	1931.	1930.	1931.	1930.
<i>Recognised Institutions.</i>				
Universities	16	16	8,189	9,027
Arts Colleges	244	241	66,837	70,487
Professional Colleges	73	72	17,002	17,652
High Schools	3,036	2,944	930,186	922,880
Middle Schools	10,545	10,208	1,356,225	1,323,328
Primary Schools	204,384	204,094	9,362,748	9,224,084
Special Schools	8,891	9,257	315,650	331,144
Total—Recognised Institutions .	227,189	226,832	12,056,837	11,898,602
Unrecognised Institutions . .	34,879	34,114	632,249	616,524
Grand total of all Institutions .	262,068	260,946	12,689,086	12,515,126

The United Provinces, Bihar and Orissa and the Central Provinces have recorded large decreases in the number of recognised

institutions and their enrolment. The decline has been especially great in Bihar and Orissa, where there was a fall of nearly 500 institutions and 28,000 scholars. The prevailing financial stringency and economic depression, coupled with the laxity of discipline engendered by the civil disobedience movement, are mainly responsible for this formidable decline. It is, however, noteworthy that, while the number of recognised institutions in Bihar and Orissa has decreased, unrecognised institutions increased by 250 and their enrolment by about 8,500, chiefly owing to the withdrawal of support by local bodies from a large number of schools which used to receive stipends and have since ceased to teach the departmental curriculum. In the Punjab also, many local bodies experienced difficulty in meeting their educational obligations. In many municipalities, the pay of teachers was often in arrears; in one case salaries were reduced by ten per cent; while in one district municipalities, owing to their inability to find their own share, were unable to receive building grants from the Government. All these factors have tended to retard the progress of education during the year; it is, therefore, satisfactory to record that, in spite of adverse conditions, the number of institutions and scholars has slightly increased.

Stages of instruction of scholars.—The subjoined table gives the number of scholars in the various stages of instruction in arts colleges and secondary and primary schools. The table shows that, out of a total of 11,730,234 scholars, as many as 10,528,867 were in the primary stages, the number of scholars in higher stages of instruction being less than $1\frac{1}{4}$ millions. The number of scholars in collegiate stages, *i.e.*, intermediate and degree classes, decreased during the year, though there was a slight increase in the number of girls reading in arts colleges.

Stages of instruction of scholars reading in arts colleges and secondary and primary schools.

Stages of instruction.	No. of Scholars in Institutions for Males.		No. of Scholars in Institutions for Females.	
	1931.	1930.	1931.	1930.
1. Graduate and postgraduate classes.	33,324	35,082	564	508
2. Intermediate classes . . .	44,425	46,850	912	894
3. Secondary (high and middle) stages.	1,064,502	1,037,869	57,640	52,548
4. Primary stage	9,145,209	9,061,969	1,383,658	1,320,055
TOTAL	10,287,460	10,181,770	1,442,774	1,374,005

NOTE.—This table does not include 7,802 students reading in teaching universities.

Scholars by communities.—The state of education among the principal communities of India is indicated by the figures given in the following statement. The figures are instructive and are of special interest at the present movement. In India, the population of school-going age is usually reckoned at 14 per cent. of the total population. On this basis, it may be noted that among Parsis, Europeans and Anglo-Indians and Indian Christians almost all the children of school-going age are under instruction.

Community.	No. of Scholars.		Percentage to Population of the Community.	
	1931.	1930.	1931.	1930.
Europeans and Anglo-Indians .	50,084	49,440	18.4	19.0
Indian Christians	418,934	396,658	11.5	14.2
Hindus	7,821,007	7,828,887	4.4	4.8
Muhammadans	3,357,593	3,233,498	5.0	5.4
Buddhists	653,071	641,885	5.1	5.6
Parsis	19,790	19,891	20.2	22.2
Sikhs	195,914	184,757	6.1	7.7
Others	171,915	161,081	2.1	2.5
TOTAL .	12,688,308	12,516,097	4.7	5.0

NOTE.—In the General Educational Tables of most provinces, the new Census figures of 1931 have been used. Hence the percentages for 1931 are not strictly comparable with those for 1930.

Education in rural areas.—As a result of the recommendation of the Royal Commission on Agriculture in India, a new table, called the General Educational Table No. IX, has been prescribed by the Government of India to give statistics of educational institutions in rural areas. Provision has also been made in the existing Tables IV—A and B and V—A and B to show the number of scholars from rural areas studying in the different kinds of institutions. These additional statistics have been included in the educational tables with effect from the year under review, and will prove of general interest. For convenience' sake, a summary of the principal figures is given below:—

Statistics of education in rural areas, 1931.

1. No. of educational institutions in rural areas—

For males	3,543
For females	331
2. No. of scholars in rural areas—

In institutions for males	151,218
In institutions for females	17,021

3. Expenditure on institutions in rural areas—

On institutions for males	Rs. 9,61,00,421
On institutions for females	Rs. 82,02,558

4. No. of teachers in institutions in rural areas—

In institutions for males	318,050
In institutions for females	32,039

5. No. of scholars from rural areas in all kinds of institutions—

(i) In secondary and primary schools—	
Males	7,254,412
Females	1,382,272
(ii) In universities and arts colleges—	
Males	27,791
Females	402
(iii) In special schools—	
Males	211,183
Females	6,720
(iv) In professional colleges—	
Males	6,333
Females	35
(v) In unrecognised institutions—	
Males	388,219
Females	84,702

Expenditure.—The total expenditure on education increased by about 89 lakhs to Rs. 28,31,61,446. Towards this expenditure, Government funds contributed 48.1 per cent., district board and municipal funds 15.5 per cent., fees 21.7 per cent., and all other sources (endowments, subscriptions, etc.) 14.7 per cent. The corresponding figures for the previous year were 48.3, 15.5, 22.0 and 14.2 per cent. The proportion of cost met from these sources, however, varies considerably from province to province. For instance, in Bengal, Government funds contributed only 35 per cent. while the expenditure from fees amounted to 42 per cent. In the North-West Frontier Province, on the other hand, the proportion of cost from these two sources was respectively 70.7 and 8.2 per cent. The average annual cost per scholar amounted to Rs. 23-7-9. This cost was met as follows:—

	Rs. A. P.
Government funds	11 4 7
Local funds	3 10 2
Fees	5 1 7
Other sources	3 7 5

Here again, the provincial figures show considerable variation. The total cost per scholar in Assam and Bengal was Rs. 15-3-3 and Rs. 16-8-0 respectively, while in Delhi and Bangalore it was as high as Rs. 60-3-5 and Rs. 70-2-3.

Provincial statistics.—The General Educational Tables for 1930-31, which are appended to this report, give the figures for the whole of British India. The four tables which are given on pages 6—9 summarise the salient features of educational progress in the different provinces in British India. For more detailed figures, reference should be made to the individual provincial reports on education for the year 1930-31 and the General Educational Tables appended thereto.

(i) Number of Institutions, 1930-31.

Province.	NO. OF RECOGNISED INSTITUTIONS.			NO. OF UNRECOGNISED INSTITUTIONS.			TOTAL NO. OF INSTITUTIONS.		
	1931.	1930.	Increase (+) or Decrease (-).	1931.	1930.	Increase (+) or Decrease (-).	1931.	1930.	Increase (+) or Decrease (-).
Madras	56,993	56,959	+34	1,820	1,818	+2	58,813	58,777	+36
Bombay*	16,011	15,946	+65	1,277	1,233	+44	17,288	17,179	+109
Bengal	66,006	65,451	+555	1,633	1,521	+112	67,639	63,972	+667
United Provinces	23,862	23,880	-218	2,206	2,305	-9	25,958	26,185	-227
Punjab	13,457	13,307	+150	6,698	6,162	+536	20,155	19,469	+686
Burma†	7,567	7,418	+149	17,957	18,072	-115	25,524	25,490	+34
Bihar and Orissa	29,593	30,090	-497	1,806	1,646	+250	31,489	31,736	-247
Central Provinces and Berar	5,312	5,347	-35	225	249	-24	5,537	5,596	-59
Assam	6,513	6,429	+84	601	577	+24	7,114	7,006	+108
North-West Frontier Province	968	940	+28	141	147	-6	1,109	1,087	+22
Coorg	111	111	..	17	18	-1	128	129	-1
Delhi	341	331	+10	40	57	-17	381	388	-7
Ajmer-Merwara	294	265	+29	61	60	+1	355	325	+30
Baluchistan	110	107	+3	187	210	-23	297	317	-20
Bangalore	115	114	+1	10	17	-7	125	131	-6
Minor Administered Areas‡	136	137	-1	20	22	-2	156	159	-3
TOTAL—BRITISH INDIA	227,189	226,832	+357	34,879	34,114	+765	262,068	260,946	+1,122

* Figures for Aden are included under Bombay.

† Figures for both Burma Proper and the Federated Shan States are given under Burma.

‡ Administered areas in the Bombay, Assam, Central India, Rajputana, Western India, Hyderabad and Baroda States.

(ii) Number of Scholars, 1930-31.

Province.	NO. OF SCHOLARS IN RECOGNISED INSTITUTIONS.			NO. OF SCHOLARS IN UNRECOGNISED INSTITUTIONS.			TOTAL NO. OF SCHOLARS IN ALL INSTITUTIONS.			PERCENTAGE OF TOTAL SCHOLARS TO POPULATION.	
	1931.	1930.	Increase (+) or Decrease (-).	1931.	1930.	Increase (+) or Decrease (-).	1931.	1930.	Increase (+) or Decrease (-).	1931.	1930.
Madras	2,893,549	2,824,946	+ 68,603	50,566	54,841	+ 1,725	2,950,115	2,879,787	+ 70,328	7.0	6.8
Bombay*	1,255,148	1,231,274	+ 23,874	35,463	39,777	+ 1,686	1,290,611	1,269,551	+ 25,560	6.7	6.5
Bengal	2,650,457	2,633,082	+ 17,375	62,096	54,754	+ 7,342	2,712,553	2,687,836	+ 24,717	5.4	5.8
United Provinces	1,451,698	1,459,775	- 8,077	61,049	61,973	- 924	1,512,747	1,521,748	- 9,001	3.1	3.4
Punjab	1,259,004	1,139,232	+ 69,772	126,837	124,144	+ 2,693	1,385,841	1,313,376	+ 72,465	5.9	6.4
Burma*	545,401	528,925	+ 16,476	192,866	197,256	- 4,390	738,267	726,181	+ 12,086	5.0	5.5
Bihar and Orissa	1,031,322	1,059,072	- 27,750	50,645	42,217	+ 8,428	1,081,967	1,101,289	- 19,322	3.2	3.2
Central Provinces and Berar	434,386	440,565	- 6,179	9,982	10,617	- 1,635	443,368	451,182	- 7,814	2.9	3.2
Assam	340,348	339,984	+ 364	24,426	22,276	+ 1,150	364,774	363,260	+ 1,514	4.7	4.7
North-West Frontier Province	81,093	80,691	+ 402	3,847	3,432	+ 415	84,940	84,123	+ 817	3.5	3.7
Coorg	9,964	10,000	- 36	405	469	- 64	10,369	10,469	- 100	6.3	6.4
Delhi	40,188	40,474	- 286	1,145	2,044	- 899	41,333	42,518	- 1,185	6.5	8.7
Ajmer-Merwara	19,222	17,527	+ 1,695	3,168	2,532	+ 636	22,390	20,059	+ 2,331	4.0	4.1
Baluchistan	7,431	6,826	+ 605	2,804	3,089	- 285	10,235	9,915	+ 320	2.2	2.4
Bangalore	15,318	15,370	+ 448	571	728	- 157	16,389	16,098	+ 291	13.8	13.5
Minor Administered Areas*	21,908	20,859	+ 949	1,379	1,375	+ 4	23,187	22,234	+ 953	10.3	9.6
TOTAL—BRITISH INDIA	12,056,887	11,898,602	+ 158,285	632,249	616,524	+ 15,725	12,689,086	12,515,126	+ 173,960	4.7	5.1

* N.B.—Vide footnotes to table (i).

(iii) *Distribution of Scholars in Recognised Institutions, 1930-31.*

Province.	NO. OF SCHOLARS IN INSTITUTIONS FOR MALES.										NO. OF SCHOLARS IN INSTITUTIONS FOR FEMALES.				
	In Universities.	In Arts Colleges.	In Professional Colleges.	In High Schools.	In Middle Schools.	In Primary Schools.	In Special Schools.	TOTAL.	In Arts Colleges.	In Professional Colleges.	In High Schools.	In Middle Schools.	In Primary Schools.	In Special Schools.	TOTAL.
Madras . . .	537	12,209	1,917	158,331	26,895	2,296,274	26,142	2,522,305	441	59	15,127	6,741	343,502	5,374	371,244
Bombay* . .	84	7,112	2,756	77,617	23,267	942,474	17,060	1,070,400	..	..	14,354	3,429	164,693	2,272	184,748
Bengal . . .	1,835	17,847	5,086	257,312	164,306	1,636,469	126,119	2,508,974	342	47	14,815	7,928	416,528	1,823	441,483
United Provinces	4,173	6,760	3,508	74,453	97,257	1,142,325	23,826	1,352,302	168	9	5,604	31,044	61,889	682	99,396
Punjab . . .	19	12,052	1,868	129,148	528,798	399,046	58,054	1,129,885	205	23	10,903	25,731	90,187	2,365	129,419
Burma* . . .	1,449	101	42	54,875	143,803	265,478	19,200	484,953	..	..	8,251	14,562	36,721	914	60,448
Bihar and Orissa	..	3,580	975	46,437	74,341	817,495	18,573	961,401	3	..	1,572	5,087	62,382	877	69,921
Central Provinces and Berar.	..	1,615	464	7,462	95,761	290,356	3,080	398,738	..	8	310	6,340	28,187	803	35,648
Assam . . .	..	1,181	68	16,494	44,630	244,492	4,671	311,536	..	..	1,870	4,918	21,854	170	28,812
North-West Frontier Province.	..	473	38	11,784	27,369	30,746	119	70,529	..	..	284	4,279	5,968	33	10,564
Coorg . . .	..	..	..	781	..	8,166	12	8,959	..	..	275	..	730	..	1,005
Delhi . . .	92	1,480	..	5,754	7,316	15,000	1,744	31,386	66	99	729	2,244	5,549	115	8,802
Ajmer-Merwara	..	217	..	3,238	1,369	10,843	302	15,969	..	..	296	201	2,739	17	3,253
Baluchistan .	..	..	..	2,618	1,022	2,355	12	6,007	..	..	..	1,131	293	..	1,424
Bangalore . .	..	277	..	2,284	1,964	5,261	84	9,900	321	..	1,101	1,221	3,196	79	5,918
Minor Administered Areas*.	..	337	..	4,828	2,096	7,700	460	15,471	..	..	1,279	1,140	3,850	68	6,337
TOTAL—BRITISH INDIA.	8,139	65,291	16,752	853,416	1,240,229	8,114,480	300,058	10,598,415	1,546	250	76,770	115,996	1,248,268	15,592	1,458,422

* N.B.—Vide footnotes to table (i)

(iv) *Expenditure on Education, 1930-31.*

Province.	TOTAL EXPENDITURE			PERCENTAGE OF EXPENDITURE FROM						AVERAGE ANNUAL COST PER SCHOLAR TO						
	1931.	1930.	Increase (+) Decrease (-).	Government Funds.		Local Funds. (a)		Fees.		Other Sources.		Government Funds.	Local Funds. (a)	Fees	Other Sources.	Total cost per Scholar.
				Rs.	%	%	%	%	%	%	Rs. A. P.					
Madras	6,14,67,938	5,38,07,965	+75,99,973	50.8	14.3	15.8	19.1	11 0 2	3 1 5	3 6 5	4 2 11	21 10 11				
Bombay*	4,03,19,042	4,04,20,946	-1,01,904	50.7	17.6	18.6	13.1	16 4 4	5 10 6	5 15 8	4 3 6	32 2 0				
Bengal	4,39,31,553	4,43,90,093	-4,68,440	35.0	7.0	42.0	16.0	5 12 10	1 1 7	7 0 0	2 9 7	16 8 0				
United Provinces	3,80,23,365	3,76,82,420	+12,45,938	57.1	13.4	16.3	13.2	15 4 7	3 9 7	4 6 0	3 8 11	26 13 1				
Punjab	3,28,40,628	3,14,73,203	+13,67,425	56.4	12.4	20.9	10.3	14 11 3	3 3 7	5 7 4	2 11 2	26 1 4				
Burma*.	2,15,33,088	2,22,14,047	-6,80,959	39.4	2.7	20.2	13.7	15 9 3	10 8 7	7 15 5	5 6 6	39 7 8				
Bihar and Orissa	1,84,48,200	1,85,16,071	-67,871	34.8	28.3	21.8	15.1	6 3 8	5 1 0	3 14 4	2 11 3	17 14 2				
Central Provinces and Berar.	1,12,86,050	1,15,21,391	-2,35,341	48.8	27.6	14.4	9.2	12 11 5	7 2 11	3 12 0	3 6 4	26 0 8				
Assam	52,61,996	53,58,028	-96,032	58.8	12.7	16.0	12.5	9 0 0	1 14 5	2 6 5	1 14 5	15 3 3				
North-West Frontier Province.	28,27,681	25,19,921	+3,07,710	70.7	10.9	8.2	10.2	26 13 2	4 2 0	3 2 0	3 13 8	37 14 10				
Coorg	2,51,618	2,38,764	+12,854	56.1	23.0	17.9	3.0	14 2 4	5 12 10	4 8 5	0 12 0	25 3 7				
Delhi	24,19,814	23,83,423	+36,391	50.0	10.9	21.1	18.0	30 1 9	6 8 11	12 11 1	10 13 8	60 3 5				
Ajmer-Merwara	8,64,141	8,59,157	+4,984	51.1	7.0	21.7	20.2	22 15 0	3 2 7	9 12 3	9 1 5	44 15 3				
Baluchistan	5,21,420	5,53,769	-32,349	60.5	13.7	15.8	10.0	42 5 9	9 9 11	11 1 9	7 0 10	70 2 3				
Bangalore	9,56,330	9,75,056	-18,726	41.6	3.7	32.0	22.7	25 2 1	2 4 7	9 4 6	13 11 2	50 6 4				
Minor Administered Areas.*	13,62,639	13,57,864	+5,775	25.8	8.0	27.2	39.0	16 2 3	4 15 7	17 0 5	24 6 2	62 8 5				
TOTAL—BRITISH INDIA.	28,31,61,446	27,42,82,018	+88,71,428	48.1	15.5	21.7	14.7	11 4 7	3 10 2	5 1 7	3 7 5	23 7 9				

* N.B.—Vide footnotes to table (f).
(a) Includes both District Board and Municipal Funds.

II—UNIVERSITY EDUCATION.

(a) *University and Intermediate Education.*

Statistics of Universities in India, 1931.

University.	Type.†	Original Date of Foundation.	Faculties.‡	NO. OF MEMBERS OF TEACHING STAFF.		NO. OF STUDENTS.		No. of Students who graduated in Arts and Science.	REMARKS.
				In University Departments.	In Affiliated Colleges.	In University Departments.	In Affiliated Colleges.		
1. Calcutta	Affiliating and Teaching.	1857	A., Sc., L., M., Eng.	224	1,286	1,055	23,751	2,497	Degrees in <i>Commerce and Education</i> are also awarded.
2. Bombay	Affiliating and Teaching.	1857	A., Sc., L., M.	4	590	87	13,821	1,261	Degrees in <i>Commerce, Education, Agriculture and Engineering</i> are also awarded.
3. Madras	Affiliating and Teaching.	1857	A., Sc., Ed., L., M., Eng., Ag., Com., O., F.A.	26	(a)1,086	110	16,108	2,171	Degrees and Diplomas in <i>Oriental Learning and Economics</i> are also awarded.
4. Punjab	Affiliating and Teaching.	1882	O., A., Sc., M., L., Ag., Com., Eng.	79	917	619	16,771	1,332	Faculty of Arts includes <i>Education</i> .
5. Allahabad	Unitary	1887	A., Sc., L., Com.	108	..	1,659	..	404	Reconstituted in 1921.
6. Benares Hindu.	Unitary	1916	A., Sc., O., Th., L. M.	208	..	2,419	..	159	....
7. Mysore*	Teaching	1916	A., Sc., M., Eng. & Tech.	303	..	2,781	..	384	Degrees in <i>Commerce and Education</i> are also awarded.)

8. Patna	Affiliating	1917	A., Sc., L., Edn., M., Eng.	..	340	..	4,547	387	....
9. Osmania*	Teaching	1918	A., Th., Sc., M., Eng., Ed., L.	120	44	549	259	78	....
10. Aligarh Mus- lim.	Unitary	1920	A., Sc., L., Ed., Th.	80	27	584	339	323	There are Departments of Studies in various subjects instead of Faculties.
11. Rangoon	Teaching	1920	A., Sc., M., Eng., F., Ed.	(b)155	12	1,449	101	125	There are Boards of Studies in various subjects instead of Faculties.
12. Lucknow	Unitary	1920	A., Sc., M., L., Com.	112	8	1,648	61	283	Diplomas in Education and Oriental Languages are also awarded.
13. Dacca	Unitary	1921	A., Sc., L. .	101	7	1,061	(c)81	203	Degrees in Commerce and Edu- cation are also awarded.
14. Delhi	Teaching	1922	A., Sc., L. .	10	101	166	1,534	201	....
15. Nagpur	Affiliating and Teaching.	1923	A., Sc., L., Ed., Ag.	5	116	222	1,925	183	....
16. Andhra	Affiliating	1926	A., Sc., M., Ed., O.	..	315	..	3,536	478	....
17. Agra .	Affiliating	1927	A., Sc., Com., L., Ag.	..	373	..	(d)2,637	621	....
18. Annamalal.	Unitary	1929	A., Sc., O.	63	..	569	..	28	....

* Situated in an Indian State outside British India.

† An "Affiliating" University is a University which recognises external colleges offering instruction in its courses of studies; a "Teaching" University is one in which some or all of the teaching is controlled and conducted by teachers appointed by the University; a "Unitary" University is one, usually localised in a single centre, in which the whole of the teaching is conducted by teachers appointed by and under the control of the University.

‡ Faculties — A. = Arts; Ag. = Agriculture; Com. = Commerce; Ed. = Education (Teaching); Eng. = Engineering; F. = Forestry; F.A. = Fine Arts; L. = Law; M. = Medicine; O. = Oriental Learning; Sc. = Science; Tech. = Technology; Th. = Theology.

§ The term "Affiliated Colleges," here includes all colleges affiliated to, associated with or recognised by a University of any type.

(a) Tutors, demonstrators and directors of physical training are excluded.

(b) This figure includes tutors, demonstrators, etc.

(c) Exclusive of 95 students from the Dacca Medical School who attended science classes at the University.

(d) This figure does not include the number of students in the intermediate classes of colleges.

General.—The number of recognised universities remained the same as last year, *viz.*, 16 in British India and two in Indian States. The preceding table gives some particulars about these universities. The following paragraphs deal briefly with the main developments that have taken place during the year under review.

Agra University.—The number of the affiliated colleges was 15. Recognition in additional subjects for the degree and post-graduate examinations was granted to seven colleges. The framing of statutes and regulations, though not yet complete, has made satisfactory progress. Geography has now been included in the list of optional subjects for the B. A. Examination. Provision has been made by the University for holding examinations in French and German for the benefit of students intending to go abroad for further study. Steps are being taken to deal with unemployment among students of the University. Plans and estimates for the University buildings have been prepared but a suitable site has not yet been obtained.

Aligarh Muslim University.—A gratifying feature of what was in many ways a difficult year was the refusal of the students to take part in political activities. Funds were provided by His Exalted Highness the Nizam of Hyderabad to create Chairs both in Chemistry and in Physics. The Department of Geography was reorganised during the year. New laboratories for chemistry, physics, zoology and botany departments have been designed. The Muslim University Training Corps has had a successful year.

Allahabad University.—Owing to interruptions during the earlier part of the year the work of the University was somewhat disorganised and the examinations had to be held later than usual. All students of the University without exception are now required either to reside in a college or hostel or to be under the supervision of university authorities. A scheme for the introduction of military science as an extra optional subject of study has been approved. The lectureships in philosophy and politics have been created subject to their being filled only when a grant is received from Government. During the year the extension of the Muir Hostel was completed.

Andhra University.—The University Amendment Act making Vizagapatam the headquarters of the University came into effect during the year. The university college of arts, in which honours courses in Telugu and history will be taught, will be opened during the next academic year. A scheme for the introduction of physical training is now in operation in some colleges and a scheme for compulsory medical inspection has been approved by the university authorities.

Annamalai University.—The first Intermediate and B. A. degree examinations were held at the end of the year under report and in the following year. Courses in Natural Science for the Intermediate Examination were to be started.

Benares Hindu University.—A sum of Rs. 51,000 was received from the Swetambar Jain Conference for a Chair of Jaini Philosophy and Religion. A development of the University is the Ayurvedic College in which provision has been made for instruction in Ayurvedic medicine and surgery.

Bombay University.—During the year two bills for the amendment of the Bombay University Act, 1928, were passed. The object of the first was to remove certain difficulties in holding elections to the various University bodies and to provide that the fellows representing the Legislative Council on the Senate shall hold office only for the duration of the Council electing them and thereafter up to the date of new elections in their places; the purpose of the second was to make provision for defining the territorial limits of the University. The Senate accepted responsibility for the physical training of college students and a Director of Physical Training was appointed. The number of Arts Colleges affiliated to the University was increased from 18 to 19 by the opening by Government of the Ismail College, Andheri.

Calcutta University.—The report of the committee which was appointed to consider the Draft Bill for the reconstitution and reorganisation of the University was finally taken into consideration in March 1931. The report of the University Organisation Committee was submitted to Government together with a statement of the financial assistance required from Government. The number of University students showed a decrease of nearly 400. There were 17 lady students.

Dacca University.—Work was somewhat seriously interfered with owing to picketing and certain examinations had to be postponed. The new buildings for the Muslim Hall were completed. The total number of students decreased from 826 to 748.

Delhi University.—The number of students has risen from 1,549 to 1,638, chiefly in the intermediate classes. Of these only a little more than half belong to Delhi Province. The Commercial Intermediate College applied for permission to open degree classes and the Court of the University approved of the proposal. A valuable endowment received during the year was the sum of Rs. 34,000 which was presented by Sir Kikabhai Premchand to found a part-time Readership in Economics. The financial year under review closed with an improved cash balance.

Lucknow University.—The pass percentages of the B.A. and B.Sc. examinations of 1930 were not as good as in previous years—a result which in the opinion of the University is largely due to the poorer quality of students coming up from the intermediate colleges. A separate zoology block has been erected. During the year a new hostel accommodating 100 students was added to the Canning College and the hostels of the King George's Medical College were further enlarged. The compulsory scheme of physical training had to be modified owing to difficulties about discipline at the beginning of the session. As a temporary measure a new post

of Director of Physical Culture was sanctioned partly with the intention of inducing students to undertake new forms of exercises in physical culture on a voluntary basis. New diploma examinations were instituted for titles in Sanskrit.

Madras University.—Several of the laws of the University were revised so as to make them conform to the Amendment Act of 1929. The Regulations relating to the B.A. (Honours), B.Sc. and B.Sc. (Honours) degrees have been amended. At the examination of 1933 there will be no B. A. (Honours) degree examination in science subjects. The first B.Sc. (Honours) degree examination will be held in March 1933 and will provide for all science subjects. The question of introducing vernacular as a compulsory part of the B.Sc. degree course is under the consideration of the university authorities. The first B.A. degree examination with vernacular as a compulsory part under the new Regulations was held in 1931. A separate course of Electrical Engineering has been introduced in the course of study for the B. E. degree examination as distinct from the combined course of Mechanical and Electrical Engineering. The question of introducing higher degrees, like the Ph.D., M.Sc., D.Litt., is under consideration. It has been resolved to institute a diploma course in Indian Music. It is hoped that it will be possible to open the buildings for the Zoology and Bio-Chemistry departments by the beginning of 1932. The university has instituted a certificate course in Librarianship. The foundations of the new library building have been completed.

Nagpur University.—Six new endowments were created during the year under report. The late Rao Bahadur D. Laxminarayan of Kamptee made a bequest of nearly Rs. 34 lakhs for the teaching of Applied Science and Chemistry to Hindu students domiciled for not less than six years in the Central Provinces and Berar. The University arranged a series of popular extension lectures which were delivered mainly by members of the staffs of the colleges. The seventeenth session of the Indian Science Congress was held in Nagpur in January 1931; about 500 representatives attended.

Patna University.—The financial position of the University continues to be sound. The regulations for the Diploma in Education were revised, the course being divided into primary and secondary sections.

Punjab University.—During the year under review a university professorship of history was created. The scheme for the institution of an Honours School in history after the Intermediate examination has been approved. The University has assumed responsibility for the preparation of students for the Government diploma in Accountancy and an examination for a diploma in conveyancing and deed-writing has been instituted. A committee has been appointed to work out a detailed scheme of vocational subjects which may be taken in the Intermediate examination. The question of introducing journalism into the B.A. examination has also been referred to this committee. Steps have been

taken to frame regulations to institute an examination for the degree of Engineering. 36 extension lectures, including six exclusively for women, were arranged at different centres.

Rangoon University.—Attendance at the colleges decreased by one hundred, partly owing to inability to pay fees. At the end of the year the education department of the University College ceased to exist and its work was taken over by the new University Training College.

The Inter-University Board.—It is a matter for regret that the Rangoon University was compelled to resign membership of the Board as it felt that, owing to its situation, it could not take any effective part in the Board's activities. Universities were addressed on the question of unemployment among graduates but considerable difficulty was felt by many of the universities in supplying the statistics asked for. The Board has published in its report the forms used by the various universities to record the results of medical inspections. Statistics were also collected to show the ratio between the number of students and teachers. Favourable replies were received from Provincial Governments regarding facilities to be given to *bonâ fide* students to have access to official records. The question of forming a Central Advisory Board of Scientific Research was again taken up and a circular was sent to all Indian universities regarding research work in science during the last five years. It was proposed to forward a detailed scheme for consideration by the Government of India. A new edition of the Handbook of Indian Universities and two Bulletins were published during the year under review. The work of the Board continued to increase and it may be necessary at no distant date to consider the question of the appointment of a full-time Secretary. The finances of the Board continued to be satisfactory.

University Training Corps.—In the Central Provinces the total strength of the corps was 289. Little could be done in the way of general training at the beginning of the year owing to the dislocation of work caused by the civil disobedience movement. An intensive short course for the training of N. C. Os. was held later in Nagpur. In Madras the corps was again at full strength. The annual camp was well attended. At Lucknow the number of N. C. Os. and men dropped from 148 to 61 in August 1930. As the annual camp could not be held, training was seriously handicapped. In Bombay the corps had on its rolls 663 as compared with 622 in the preceding year. No difficulty was experienced in finding recruits. 648 attended the annual camp.

Intermediate Education.—In Bengal there were four intermediate colleges under the Board of Intermediate and Secondary Education, in addition to three Islamic intermediate colleges at Dacca, Chittagong and Serajganj. In the Punjab the number of Government intermediate colleges remained as before, but one private institution at Ambala ceased to exist. The Inspection Committee for Government Intermediate Colleges is now well

established and has arranged for a biennial inspection of each college. In the United Provinces intermediate colleges are of three kinds, those with intermediate classes only, those with intermediate and high school classes and those with classes from the upper primary stage to the intermediate. The number of these colleges was the same as last year, *i.e.*, 30 and the enrolment increased by 72 to 4,878.

Statistics.—The following four tables show the results of examinations conducted by the universities and provincial boards of secondary and intermediate education and give the number of graduates and undergraduates in the different provinces of British India. These tables have, as usual, been reproduced from the Statistical Abstract for British India for the year 1930-31.

(a) *Number of undergraduates in institutions controlled by Provincial Boards of Education in 1930.*

Province.	Arts and Science.	Oriental Languages and Literature.	Other Faculties.	Total.
Bengal (Dacca)	(a) 1,136	.		1,136
United Provinces	4,943	.	621	5,567
Rajputana (including Ajmer-Merwara) Central India and Gwalior (b)	421	..	21	442

(a) Includes figures for Islamic Studies, Diving and Commerce.

(b) Figures for 1930-31.

(b) Number of University Graduates and Undergraduates.

Province.	Year	NUMBER OF GRADUATES IN							NUMBER OF UNDERGRADUATES IN					Total.	
		Arts and Science.	Law.	Medicine.	Engineering.	Education.	Commerce.	Agriculture.	Other Faculties.	Arts and Science.	Medicine.	Engineering.	Oriental Languages and Literature.		Other Faculties.
Madras	1916-17	1,243	184	16	15	107	..	..	..	9,625	259	30	..	..	11,479
	1921-22	1,176	340	44	15	256	..	..	..	8,425	381	144	..	..	10,781
	1926-27	1,027	283	46	23	172	..	20	..	11,566	527	152	..	115	13,981
	1930-31	2,101	298	77	14	266	..	31	..	17,041	641	247	915	135	21,766
Bombay	1916-17	673	158	78	47	32	26	30	..	4,702	644	189	..	305	6,884
	1921-22	775	303	132	35	29	31	46	..	4,478	1,349	174	..	315	7,667
	1926-27	1,150	286	215	65	43	57	29	..	6,743	1,210	303	..	396	10,497
	1930-31	1,065	432	124	89	59	55	53	..	8,466	687	275	..	478	11,788
Bengal	1916-17	2,233	488	125	6	50	..	..	..	17,866	984	78	..	..	21,830
	1921-22	2,726	504	148	12	86	..	..	..	16,851	1,667	63	..	257	22,314
	1926-27	2,243	786	263	27	109	61	..	..	24,382	(a)	(a)	..	46	27,917
	1930-31	3,069	498	229	20	151	94	..	..	17,235	1,176	202	..	26	22,699
United Provinces	1916-17	675	649	51	..	35	..	11	..	4,537	137	..	..	37	6,132
	1921-22	995	416	44	..	108	..	5	..	4,803	314	94	199	475	7,453
	1926-27	1,664	769	37	81	125	97	..	..	3,685	221	223	316	194	7,402
	1930-31	2,165	737	55	77	155	116	32	..	4,218	387	338	383	353	9,016
Punjab	1916-17	612	69	16	..	40	..	..	..	1,362	76	..	625	..	2,800
	1921-22	745	199	56	..	43	..	14	1	4,147	377	..	96	222	5,900
	1926-27	894	176	44	..	69	..	30	..	7,037	555	..	..	180	8,965
	1930-31	1,273	175	41	..	63	29	41	..	9,842	418	..	9	988	12,879
Burma	1916-17	53	..	..	..	..	..	..	..	682	..	..	..	..	785
	1921-22	69	17	..	..	..	..	..	..	214	..	..	..	144	444
	1926-27	92	19	..	..	..	..	..	..	1,254	65	41	..	8	1,479
	1930-31	129	35	..	..	..	..	..	..	1,255	76	69	..	15	1,579
Bihar and Orissa	1916-17	232	25	..	..	6	..	..	..	2,531	..	..	..	..	2,797
	1921-22	265	72	..	..	16	..	..	..	2,852	..	..	..	15	2,620
	1926-27	357	228	6	..	30	..	..	..	3,511	153	71	..	..	4,558
	1930-31	443	189	47	30	..	..	..	..	3,479	229	112	..	..	4,529
Central Provinces and Berar	1916-17	118	145	..	..	23	..	..	..	993	..	..	..	..	1,279
	1921-22	77	87	..	..	24	..	..	..	597	..	..	..	..	785
	1926-27	165	55	..	..	22	..	..	..	1,192	..	..	..	37	1,471
	1930-31	224	84	..	..	27	..	9	..	1,610	..	..	..	111	2,065
Assam	1916-17	50	3	..	..	..	..	..	..	740	..	..	..	..	793
	1921-22	119	8	..	..	..	..	..	..	839	..	..	..	..	966
	1926-27	82	20	..	..	..	..	..	..	1,040	..	..	..	..	1,142
	1930-31	151	17	..	..	..	..	..	..	1,159	..	..	..	..	1,327
Dacca	1916-17	27	..	..	..	..	..	..	..	118	..	..	..	..	145
	1921-22	75	..	..	..	..	..	..	..	556	85	..	..	..	716
	1926-27	130	49	..	..	..	..	..	..	1,140	..	..	..	..	1,319
	1930-31	230	38	10	..	..	..	..	..	1,510	..	..	..	..	1,788
Other Minor Administrations	1916-17	18	1	..	..	1	..	..	..	199	..	..	..	..	219
	1921-22	21	..	..	..	..	..	..	..	249	..	..	..	..	273
	1926-27	83	1	2	..	..	..	..	..	500	..	..	..	..	586
	1930-31	100	..	6	..	15	..	..	..	542	..	..	..	..	663
Total of all Provinces	1916-17	5,434	1,722	286	68	294	26	41	..	43,358	2,100	207	625	342	55,093
	1921-22	7,016	1,916	424	62	562	31	65	1	43,411	4,173	475	295	1,428	59,819
	1926-27	7,887	2,672	613	196	570	215	79	..	62,050	2,731	790	316	946	79,065
	1930-31	10,050	2,303	689	230	736	291	106	..	66,357	3,614	1,243	1,307	2,105	90,094

(a) Information not available.

NOTE.—Figures for undergraduates generally relate to the Calendar year.

(c) Results of Examinations in Arts

Nature of Examination.	Madras.	Andhra.	Bombay.	Calcutta.	Dacca.	Allaha- bad.	Luck- now.	Benares Hindu.	Agra.	Anna- malai.
<i>Matriculation.</i>										
Number of candidates .	47	19	(a)10,695	17,682	..	..	..	1,021	..	..
„ passes .	10	5	(a)6,233	12,038	..	..	..	482	..	..
Percentage of passes .	21.3	26.3	(a)58.27	68.1	..	..	..	47.0	..	..
<i>Intermediate Arts.</i>										
Number of candidates .	(b)5,540	(b)2,544	1,539	3,580	..	..	..	286	..	(b)118
„ passes .	(b)1,975	(b)787	838	1,681	..	..	..	165	..	(b)52
Percentage of passes .	(b)35.6	(b)30.9	54.45	47.0	..	..	..	57.6	..	(b)44
<i>Intermediate Science.</i>										
Number of candidates .	..	..	1,035	3,284	..	..	..	282	..	..
„ passes .	..	..	528	1,710	..	..	..	85	..	..
Percentage of passes .	..	..	51.01	52.1	..	..	..	36.6	..	..
<i>Bachelor of Arts (Honour).</i>										
Number of candidates .	232	..	356	532	67	49	10	9	..	55
„ passes .	207	..	312	434	38	43	9	1	..	48
Percentage of passes .	89.2	..	87.64	81.6	56.7	87.8	90.0	11.1	..	87.3
<i>Bachelor of Arts (Pass).</i>										
Number of candidates .	3,201	1,368	776	2,690	196	463	280	203	561	48
„ passes .	1,264	488	364	1,506	117	329	211	99	296	31
Percentage of passes .	39.5	35.7	46.90	56.0	59.7	71.1	81.15	87.6	52.8	64.6
<i>Bachelor of Science (Honours).</i>										
Number of candidates .	..	..	..	174	27	24	8	8	..	..
„ passes .	..	..	..	120	13	21	6	1	..	..
Percentage of passes .	..	..	..	69.0	48.1	87.5	75.0	12.5	..	..
<i>Bachelor of Science (Pass).</i>										
Number of candidates .	..	..	395	668	70	169	79	101	172	..
„ passes .	..	..	277	412	35	119	55	58	107	..
Percentage of passes .	..	..	70.12	61.7	50.0	70.4	69.62	57.4	62.2	..
<i>Master of Arts.</i>										
Number of candidates .	161	..	99	449	64	92	96	42	92	..
„ passes .	88	..	74	296	57	80	93	40	76	..
Percentage of passes .	54.7	..	74.74	65.9	89.1	87.0	96.87	95.2	82.6	..
<i>Master of Science.</i>										
Number of candidates .	6	..	25	204	36	(f)100	21	26	19	..
„ passes .	2	..	24	117	30	78	19	24	16	..
Percentage of passes .	33.3	..	96.00	57.3	83.3	78.0	90.47	12.3	84.2	..

(a) The Bombay University does not hold a Matriculation Examination. A school leaving examination

(b) Represents figures for

(c) The number cannot be stated as the candidates may at their

(d) Includes figures for

(e) Includes candidates who appeared for the

(f) Represents figures for both

and Science of Indian Universities, 1931.

Allgarh Muslim.	Punjab.	Delhi.	Rangoon.	Patna.	Nagpur.	Mysore.	Osmania (Hyderabad).	Total.	Nature of Examination.
									<i>Matriculation.</i>
198	17,817	..	..	4,688	..	..	690	52,857	Number of candidates.
102	11,228	..	..	1,783	..	..	220	32,101	„ passes.
51.5	63.0	..	..	38.0	..	..	31.9	60.73	Percentage of passes.
									<i>Intermediate Arts.</i>
141	3,029	371	(d)456	1,054	376	454	(b)225	19,713	Number of candidates.
67	1,331	194	(d)215	448	221	162	(b)124	8,250	„ passes.
47.5	43.9	52.3	(d)47.1	42.5	58.7	33.5	(b)55.1	41.85	Percentage of passes.
									<i>Intermediate Science.</i>
103	1,816	142	..	521	209	704	..	7,846	Number of candidates.
39	648	53	..	197	128	159	..	3,547	„ passes.
37.8	40.1	37.3	..	37.8	61.2	22.3	..	45.21	Percentage of passes.
									<i>Bachelor of Arts (Honours).</i>
5	269	34	15	151	..	..	..	1,784	Number of candidates.
1	99	33	(e)15	72	..	..	..	1,312	„ passes.
20.0	30.8	97.1	100.0	47.7	..	..	..	73.54	Percentage of passes.
									<i>Bachelor of Arts (Pass).</i>
207	2,071	170	127	730	348	(c)	(b)127	13,546	Number of candidates.
106	1,089	107	58	244	146	260	(b)59	6,774	„ passes.
51.2	52.6	62.9	47.7	33.4	41.9	..	(b)46.5	50.01	Percentage of passes.
									<i>Bachelor of Science (Honours).</i>
6	..	..	16	13	..	..	..	279	Number of candidates.
1	..	..	(e)16	5	..	..	..	183	„ passes.
16.7	..	..	100.0	38.5	..	..	..	65.59	Percentage of passes.
									<i>Bachelor of Science (Pass).</i>
48	118	36	76	62	76	(c)	..	2,085	Number of candidates.
30	83	21	36	26	37	46	..	1,342	„ passes.
69.8	70.3	58.3	47.4	41.9	48.7	..	..	64.99	Percentage of passes.
									<i>Master of Arts.</i>
52	249	43	3	80	36	54	8	1,620	Number of candidates.
26	132	34	3	61	33	42	8	1,143	„ passes.
50.0	53.0	79.1	100.0	76.3	91.6	77.8	100.0	70.56	Percentage of passes.
									<i>Master of Science.</i>
10	42	..	1	19	8	2	7	526	Number of candidates.
6	25	..	1	7	8	2	6	365	„ passes.
69.0	59.5	..	100.0	36.8	100.0	100.0	85.7	69.39	Percentage of passes.

is held by a special Board constituted jointly by the University and Government.

both Arts and Science.

option take the examination as a whole or appear by parts separately.

Intermediate Science.

Honours Examinations but were awarded Pass Degrees.

"final" and "previous" examinations.

(d) *Results of examinations conducted by Provincial Boards of Education, 1931.*

Nature of Examination.	Madras S.S.L.C. Board.	Dacca Inter- mediate and Sec- ondary Board.	United Provinces High School and Inter- mediate Board	Burma English, and A. V. and Se- condary Board.	Central Provinces High School Board	Hydera- bad (Deccan) H S L C Board	Delhi Second- ary Board.	Rajputana (including Ajmer- Merwara), Central India and Gwalior High School and Inter- mediate Board.
<i>High School or Leaving certificates.</i>								
Number of candidates .	(a)	385	9,083	3,219	2,023	616	1,746	420
passes . .	6,872	254	5,139	1,263	1,084	342	1,089	181
Percentage of passes .	..	66.0	56.6	39.2	53.58	55.5	62.3	43.1
<i>Intermediate Arts.</i>								
Number of candidates .		(b) 223	(d) 2,816	.	.	..	..	209
„ passes . .	..	128	(d) 1,621	.	.	..	.	78
Percentage of passes .	.	57.4	56.9	..	..	..	..	37.8
<i>Intermediate Science.</i>								
Number of candidates .	..	(c) 160	..	..	..	..	.	(e) 44
„ passes . .	..	85	..	..	..	..	..	27
Percentage of passes .	..	53.1	..	..	..	..	..	61.3

(a) Complete information not available.

(b) Excludes 80 candidates (of whom 51 passed) in Intermediate examination in Islamic Studies.

(c) Excludes 28 and 30 candidates (of whom 15 and 17 passed) in Intermediate examination in Dyeing and in Commerce, respectively.

(d) Includes figures for Intermediate Science.

(e) Excludes 3 candidates (of whom 2 passed) in Intermediate examination in Commerce.

(b) *Other education.*

Indian Students abroad.—The Education Department of the office of the High Commissioner for India continues its useful work as a liaison between Indian and British educational institutions and as guide and friend to Indian students and their guardians. During the year under review 377 students were formally under the charge of the Department. The total number of admissions arranged to institutions of various kinds was 526. In collaboration with the Indian Stores Department, the Education Department continues to make arrangements for placing students in factories and works for training in engineering and technology, and, in spite of the difficulties in obtaining suitable openings owing to the depression in trade, most of those who were desirous of obtaining practical training were given the necessary facilities. The total number of requests received was 228 and 149 of these were ultimately successful. Mechanical and electrical engineering were the favourite choices. The total number of Government scholars and other special students under the supervision of the Department was 265, and twenty-four students were placed under the care of the High Commissioner and of the local advisers of the various university centres; similarly at Oxford, Cambridge and Edinburgh 21, 11 and 7 students respectively were under the control of university authorities. Social and welfare work was carried on successfully during the year under review. Though for various reasons the number of new arrivals was considerably less than in preceding years, it is satisfactory to note that the hostel at Cromwell Road achieved its highest record in the number of individuals accommodated, *i.e.*, 437. During the year arrangements were made for meeting women students on arrival in the country and accommodation was provided for those who applied for it in good time. As for academic success, it is gratifying to note that no fewer than 215 first degrees were obtained, including sixteen with first class honours and over 250 students were awarded diplomas in such subjects as education, engineering and medicine. Among post-graduate students five obtained the degree of D.Sc., 42 that of Ph.D. and 11 that of M.Sc. From this it can be seen that the general standard of work is being maintained at a high level. Improvement is also to be seen from the fact that the number of students who leave India with satisfactory qualifications is on the increase. Two important points are again emphasised in the report of the Head of the Education Department at India House; first the desirability of adequate medical examination of Indian students before they proceed abroad, and, secondly, the necessity of being provided with sufficient funds. Students, too, are advised not only to make sure that their qualifications are satisfactory but also to make up their minds before leaving India as to what course they intend to take on arrival in England.

It is of interest to note that 612 Indian students were on the books of the Inns of Court on the 31st March 1931. The total number of Indian students abroad was 2,106 as against 2,123 in the

previous year. The distribution of these students is given below :—

1. Great Britain and Ireland—

England	1,548*
Wales	31
Scotland	230
Ireland	40
	———— 1,849

2. Europe—

Germany	51
Switzerland	4
Austria	1
	———— 56

3. United States of America 201

TOTAL	2,106
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Indian Institute of Science, Bangalore.—The Institute imparts instruction in the following four departments:—General and Inorganic Chemistry; Organic Chemistry; Biochemistry; and Electrical Technology. The total number of students and other workers during the year was 133, of whom 61 held Institute scholarships, 5 held research studentships and 9 were short-time workers. Several provincial Governments and Indian States maintained scholars at the Institute, the numbers being as follows:—Madras—17; Bombay—4; Central Provinces—6; Mysore—7; and the Andhra University—1. Research Fellowships of Rs. 200 per month, for encouraging advanced workers who have shown high attainments and proved capacity for research, have been instituted in pursuance of a resolution of the Council of the Institute. A Quinquennial Reviewing Committee was appointed by His Excellency the Viceroy in his capacity as Visitor of the Institute to review the working and progress of the Institute during the past five years. The report of the Committee was not published until after the close of the year. The total income for the year under review was Rs. 5,94,384 as compared with Rs. 6,06,678 in the previous year. Towards this, the Government of India contributed Rs. 1,50,000; the Government of Mysore 50,000; the Government of His Exalted Highness the Nizam of Hyderabad Rs. 10,000; the Government of Madras Rs. 5,000; and the Government of the Central Provinces Rs. 2,000. The expenditure amounted to Rs. 5,40,711 as against Rs. 5,95,441 in 1929-30. Dr. M. O. Forster continued to be the Director of the Institute but, during his absence on leave, Dr. H. E. Watson officiated for him.

* There were, in addition, 83 part-time or occasional students.

III.—SECONDARY EDUCATION.

Statistics.—The number of secondary schools of all kinds rose by 429 to 13,581 and their enrolment by 40,203 to 2,286,411. These figures include pupils who were reading in the primary classes of high and middle schools and numbered over 1,166,000. On the other hand, they do not include some 2,000 secondary scholars enrolled in the high school or matriculation classes of the Intermediate colleges. The actual number of pupils in secondary (*i.e.*, high and middle) stages was 1,122,142 only as shown in the statement given below:—

Institutions.	NUMBER OF SECONDARY SCHOLARS.			
	In Institutions for Males.		In Institutions for Females.	
	1931.	1930.	1931.	1930.
Intermediate Colleges	1,768	1,801	128	150
High Schools	639,237	636,286	37,894	35,422
Middle Schools	423,406	399,731	19,584	16,957
Primary Schools	91	51	34	19
TOTALS {	In Institutions for Males .	1,064,502	1,037,869	57,640
	In Institutions for Females	57,640	52,548	
	TOTAL SCHOLARS .	1,122,142	1,090,417	

Expenditure.—The total expenditure on secondary schools of all kinds was Rs. 8,37,38,989. This was distributed as follows:—

	Rs.
Expenditure on—	
High Schools for males	4,73,34,242
High schools for females	71,90,197
Middle schools for males	2,50,29,232
Middle schools for females	41,85,318
TOTAL	8,37,38,989

The average annual cost per scholar from all sources was Rs. 53-0-2 in a high school for boys; Rs. 91-15-3 in a high school for girls; Rs. 20-2-11 in a middle school for boys; and Rs. 36-1-4 in a middle school for girls. The corresponding figures of cost from Government funds were Rs. 16-13-4, Rs. 39-8-4, Rs. 7-12-0, and Rs. 14-14-1, respectively.

General.—With the increase in the number of trained teachers, the standard of instruction, at any rate in Government institu-

tions, is slowly rising. At the same time, it is disappointing to read in the reports of Directors of the same defects as in the past. Over-crowded classes and insufficient equipment combined with apathy on the part of the teacher in far too many schools conduce to inefficiency. Especially bitter are the complaints about bad correction of written work, unjustifiable promotions and faulty supervision. In some provinces little progress seems to have been made, for in Bengal the Director writes "the condition of secondary education continues to be unsatisfactory. Weak schools under private management have been still weaker. Salaries are in arrears in many schools and teachers are underpaid". On the other hand, from the North-West Frontier Province a general improvement, especially in the organisation of teaching work, is reported. As far as the subjects of the curricula are concerned, not much in the way of general improvement is reported, except in the teaching of Geography, and even in this subject there is a paucity of good teachers, though the Aligarh Muslim University is doing much to meet the need for specialists in the subject. As for English, the Director of the United Provinces says "In the higher sections the standard of English continues to show signs of deterioration". He attributes the neglect of spoken English to the abolition of the oral test in the High School examination. In village schools the demand for English education is increasing, especially in Bombay, but the teaching is inefficient and the standard low. In the Central Provinces, too, one hears that "the teaching of English in vernacular middle schools can scarcely be called a success". Most of the teachers are untrained and the standard of instruction is inferior. Teaching of science suffers, especially in aided schools, from lack of funds and the large size of classes which militate against satisfactory teaching in that subject.

Teachers.—In the United Provinces only 34 per cent. of the teachers in aided schools are trained. Though teachers are willing to go for training and managers are often ready to depute them, there is not sufficient accommodation in the training college to take in all those who wish to go. In Government schools Inspectors complain of indolence due largely to a feeling of security and to a lack of careful supervision by headmasters. In aided schools efficiency suffers owing to a lack of security of tenure and to continued interference by managing bodies, a state of affairs which is indeed common in every province. In Bombay only 17 per cent. of the total number of teachers are trained; 42 per cent. were graduates. In non-Government schools the percentage of trained teachers is lamentably low and it is difficult to see how the supply of trained men can be materially increased, as the accommodation in the Secondary Training College is so limited. The pay of graduates in aided institutions is as a rule poor, as little as Rs. 40 a month being the starting salary in some schools. "Schools are run on commercial lines . . . The irony of the situation is that people insist on a professional qualification for every kind

of employment except that of a teacher." From the Central Provinces it is reported that the percentage of trained teachers in Secondary Schools increased from 64.6 to 65.9. In the Government schools the number of untrained teachers was remarkably small.

Medium of instruction.—There seems to be no doubt that the use of the vernacular as the medium of instruction and examination is increasing and will continue to do so. Bengal reports that as a result of the new Secondary School curriculum the use of the vernacular as the medium has been extended. In Bombay at the Matriculation examination papers in History and Second Language can be answered in the vernacular. In the examination of 1931 about 60 per cent. of the candidates availed themselves of this concession. The question of extending this option to all other subjects in this examination is being considered by the University. In the United Provinces the use of Hindi or Urdu has been allowed in all schools which have applied for the necessary permission. The number of schools using the vernacular as the medium in High School classes last year was 42, but the quality of the vernacular used is not always good, as too often it is a mixture of Hindi, Urdu and English. Inspectors continue to complain that the standard of written and spoken English has deteriorated since the change of medium was introduced. In Madras during the year under report 69 schools presented candidates who answered papers in certain non-language subjects through the medium of the vernacular.

Experiments.—For many reasons it has not been possible during the year under report to do much in the way of experimental work. In Bengal the supervised study plan which was being tried in the Jalpaiguri Zilla School was not a success and has been abandoned. Some of the High Schools in the Rajshahi Division have adopted a new method of teaching English, as devised by Dr. West. In one school experiments in the Dalton plan were abandoned as the guardians were not satisfied with it. The project method is in operation in a few schools but cannot be said to have proved popular. In the United Provinces work of this nature has been hampered by political distractions, but a few schools in the Rohilkhand Division are experimenting with the Dalton plan, which continued to be in operation at the Government High School, Agra. In Assam the same plan is being successfully carried out in the Sylhet Government High School; other experiments, however, in Assam had to be abandoned, as the results were not commensurate with the labour involved.

Physical Training.—There is no doubt that the importance of physical training is being more and more recognised throughout the country, but progress is being hampered by the lack of funds, the dearth of trained teachers and the insufficiency of playing-grounds and apparatus. In the Central Provinces under a new scheme thirteen instructors trained at the Spence Training College, Jubbul-

pore, were sent to Government high and normal schools. In the United Provinces the lack of competent teachers is seriously felt, but something has been done by provincial superintendents who conducted classes at various centres. The headmasters of the anglo-vernacular schools are doing their best to make physical training compulsory. Reports from the North-West Frontier Province and Burma are encouraging; in the latter an extensive programme for the training of teachers was conducted and over one thousand teachers attended training courses varying in length from twelve days to six weeks. In Bengal, there is a general awakening to the importance of the subject but progress is slow. The training classes for women teachers continue to be held. Administrative approval of Government was accorded to the establishment of a centre at Calcutta for training physical instructors at an annual cost of Rs. 15,000. In Madras, the physical directors who were trained at the Y. M. C. A. School, Madras, have been posted to colleges. The Assistant Physical Director continued his inspection work and also conducted a refresher course for the physical training instructors of South Malabar. Training of men for the Government Certificate course and for the Physical Director's Diploma was continued at the National Y. M. C. A. School of Physical Education, Madras. Bombay reports that owing to the lack of funds no action could be taken on the recommendation of the Physical Training Committee.

Discipline.—Owing to the civil disobedience movement, discipline was for a short time seriously affected but the trouble was far from being either as serious or prolonged as during the non-co-operation times, ten years before. Indeed it was surprising how quickly in most places the storm blew over. At the same time the flouting of discipline and the disregard of parents and teachers, which were so frequently evident, make one wonder whether the lessons of discipline have been to any appreciable extent absorbed by the youth of the country. In the Punjab discipline was, on the whole, satisfactory and was better among the boys than among their preceptors. In the Central Provinces schools were seriously affected at the beginning of the year by the civil disobedience movement and eighteen government high schools and four government anglo-vernacular schools had to be closed; in aided schools there were continual *hartals*. From the United Provinces it is reported that the civil disobedience movement “took the form of organised noisy demonstrations which interrupted work and encouraged boys to defy their parents and teachers..... In some institutions instructions were issued to the managing bodies by soviets of school boys”. In spite of all this a good deal of courage was shown by headmasters and the majority of teachers did well. In Bombay, the year was one of great strain, especially in Bombay itself where children were forcibly prevented by the mob from attending school. Frequently trouble was caused by hoisting Congress flags on school buildings and by *hartals*. In the North-West Frontier Province very few schools were seriously affected. In Bengal, determined

efforts were made to keep pupils from school, almost everywhere, but no Government institutions and very few aided schools had to be closed. In his report the Director says, "The respect for authority and cheerful spirit of obedience, which characterised students in by-gone days, have given way to impatience of discipline and disregard of academic authority. It is lamentable that the old confidence and trust between teacher and taught should have been so impaired during the year under review at the instance of political agitators and irresponsible and unthinking disturbers of civil order".

Hostels.—In almost every province the number of pupils residing in hostels showed a decrease during the year under review. Owing to lack of funds little advance has been possible and one reads the same complaint as in former years of over-crowding and unhealthy surroundings. The congestion is so acute in some places in the United Provinces that class-rooms are being used as dormitories at night.

Medical inspection.—Progress has been hampered by the shortage of funds and the continued indifference of parents. Something more, however, might be done by school authorities in the way of co-operation with the guardians in the interest of the children under their charge. In Assam, Government is considering a circular issued by the Calcutta University advising headmasters to arrange for the medical inspection of pupils at a fee of eight annas per head per annum. In the United Provinces schools have now to be inspected by officers of the Public Health Department, but it is too early to judge the results. In many schools boys were trained in first aid and hygiene. The North-West Frontier Province reports satisfactory progress largely owing to "healthy co-operation of school authorities with medical inspectors". 11,000 pupils received treatment out of 17,000 recommended. Teeth, tonsils and enlarged spleen accounted for many of the cases. In Bihar and Orissa, several district boards have arranged for inspections of middle schools under their control. In Madras, nearly 800 medical men and women were employed in the medical inspection of schools but there is still a need for 'a central staff to review and co-ordinate' the work done and for adequate facilities for the treatment of children suffering from diseases. In the Punjab lack of funds prevented the carrying out in full of the recommendations made by the committee which sat in 1930. Some suggestions, however, have been put into effect.

Manual Training.—In the Central Provinces, there were 17 centres as in the previous year. The need for skilled inspection is much felt. In Bihar and Orissa, the subject is popular but owing to the lack of funds new schools cannot be opened. Good reports have been received of the progress made in teaching such subjects as agriculture, weaving and carpentry in middle schools. In the Punjab a definite attempt has been made to make prospective

village school masters 'examples of self-sufficiency and self-reliance' and they practise crafts of great variety. As the Director says, 'the development of these activities forms a valuable feature of the training imparted in the normal schools..... and serves to enlarge the life and environment of the scholars'. In Madras, there were 304 manual training classes as against 264 classes in the previous year. There were, in addition, 44 classes attached to the elementary schools of the Madras Corporation. As manual training is now compulsory for high school pupils the number of high schools introducing manual training is steadily increasing. In the United Provinces, manual training has been introduced as an optional subject in the vernacular middle schools 'to give their curriculum a vocational bias and to relate it more closely to the life of the people in rural areas'. The number of classes during the year under review was 29. Any increase is at present impossible owing to the amount of money required to start them and to keep them going. In Bengal, 35 high and middle English schools had arrangements for giving manual instruction.

IV.—PRIMARY EDUCATION (BOYS).

Statistics.—The number of primary schools for boys decreased by 456 to 172,230, but their enrolment increased by 83,708 to 8,114,480. These figures do not include the pupils who were reading in the primary classes of secondary schools for boys; the number of such pupils was 1,030,889 of whom 214,179 were in high schools and 816,710 in middle schools. The number of pupils in the primary stages in boys' schools was thus over 9 millions out of a total of over $10\frac{1}{2}$ millions of scholars in institutions of all kinds for boys (including the universities). The number of primary schools fell in the Madras Presidency, the United Provinces, Bihar and Orissa and the Central Provinces and, with the exception of Madras, the number of pupils also shows a considerable decrease in all these provinces. The main causes of this decrease are laxity of discipline due to the civil disobedience movement and the general economic depression. The inelastic resources of local bodies are also responsible to some extent for this fall in the number of primary school pupils.

Wastage.—The table given below indicates the extent of wastage in primary schools of all kinds. The figures show some improvement over those of the previous year and may be regarded as showing that, to some extent at least, the stubborn malady of stagnation of educational effort in the lower primary classes is at last yielding to treatment. Notwithstanding this, it is clear from the figures that the position is far from satisfactory. The chief reason for this, says the Director, Assam, is that in too many schools "the majority of our teachers do not understand how to handle a number of children in different stages of advancement, how to deal

with the slower witted, how to grasp a child's difficulties and solve them for him, in a word have not been trained how to teach ”.

Class.	Number of Pupils.			Wastage.	
	1928-29.	1929-30.	1930-31.	1929-30.	1930-31.
I . .	5,563,353	5,661,836	5,266,579	..	..
II . .	1,883,936	1,952,088	2,124,478	3,611,265	3,537,358
III . .	1,315,060	1,367,470	1,481,090	516,466	470,998
IV . .	857,409	899,619	998,097	415,441	369,373
TOTAL .	9,619,758	9,881,013	9,870,244	..	..

N.B.—These figures are for both Boys' and Girls' Schools ; separate figures for Boys' Schools are not available.

Administration.—In Bombay all district local boards, except two, have taken over control of primary education and, in spite of difficulties of various kinds, the Director reports that “on the whole the administration of the Primary Education Act is proceeding with increasing smoothness and harmony”. It is evident, however, from the various reports that before any substantial advance in the quality of general administration can be effected, local bodies will have to take their responsibility more seriously. “What is wanted in the responsible bodies”, says the Director of the Central Provinces, “is a change of outlook which will make itself manifest in the greater appreciation of the necessity of entrusting, subject to their general control, the administration of their educational systems to skilled and responsible committees or officers”. As in previous years, from many provinces it is reported that local bodies are still disinclined to raise money for educational purposes by taxation. There was, however, some improvement in certain provinces in respect of the control of sums placed at the disposal of local boards for educational purposes. In many parts there is a general feeling that there should be more consolidation and concentration of elementary schools. The Director of the Punjab, for example, writes, “it is time that local bodies realised that a more useful and economical way of advancing literacy lies in filling up existing institutions and in eliminating too closely situated and poorly attended schools rather than in unnecessarily adding to their number”. This problem, too, has been engaging the attention of the educational authorities in Madras. In this province the temporary post of Deputy Director of Public Instruction in charge of elementary education was continued for a further period of two years.

Instruction.—According to the Director, Madras, “it is gradually being realised that while there has been a rapid quantitative advance, the quality of the output from the schools has by no means been equally satisfactory”, and similar observations are

found in the reports from other Provinces. Little advance seems to have been made in the quality of instruction, though, in the Punjab at any rate there are some signs of improvement. "Teaching", says the Director, "especially the infant class, is receiving particular attention, and with the introduction of the play-element has been steadily growing in attraction. Ruralisation of instruction is reported to be making satisfactory progress in some districts." Complaints, however, of bad equipment, unsatisfactory supervision and apathetic teachers are common; especially disappointing is it to find that so many teachers rapidly forget or fail to put into practice the lessons learned in the institutions where they were trained. The difficulties in the teachers' way are of course considerable. "Cases of a single teacher managing a school with 60 pupils are not rare", says the Director, Assam. In the United Provinces, "a teacher has often to teach simultaneously three classes in both vernaculars, Hindi and Urdu". In some provinces the number of transfers of teachers has reached alarming proportions, with the result that efficiency inevitably suffers. It is interesting to note that the double shift system, which was introduced into five primary schools in Bengal, continued to work satisfactorily. On the other hand, in Bombay where the system was adopted mainly on economic grounds, certain local authorities are trying to abolish it, as they find that it is unpopular both with the parents and the teachers.

Teachers.—The number of trained teachers is still below 50 per cent. in Bombay. In the Punjab, where the average number of enrolled pupils per teacher is 33·8, there was a slight increase, the percentage of trained teachers being 66. In the Central Provinces the position is satisfactory, except in Berar, as far as Municipal schools are concerned, but in private aided schools much yet remains to be done. In Bihar and Orissa the number increased from 16,991 to 17,705, and in the North-West Frontier Province from 56 per cent. to 59 per cent. In the United Provinces 75 per cent. of the teachers are qualified.

Buildings.—Little progress has been made in remedying the deficiencies pointed out in the reports of former years, except in one or two provinces such as the North-West Frontier Province where very fair progress is reported, and in Bihar and Orissa where a number of steel framed buildings were completed during the year. From all quarters come complaints about rented buildings which are only too often dilapidated and insanitary. In Bombay, of the District Local Board schools for boys only 27·2 per cent. are held in their own buildings. In the United Provinces, most of the buildings are far from satisfactory; "borrowed sheds and shady trees are still very often used for school purposes". Indeed, it is clear from all the reports that little can be done till financial conditions improve.

Compulsory education.—The following table compares, for the years 1930 and 1931, the number of urban and rural areas in which compulsion has been introduced. It shows unmistakably that,

although some progress has been made, the movement for the introduction of compulsory primary education has made but little real headway, at any rate during the last year.

Progress of Compulsory Primary Education, 1930-31.

Province.	Acts.	AREAS UNDER "COMPULSION."			
		1930.		1931.	
		Urban areas.	Rural areas.	Urban areas.	Rural areas.
Madras . . .	Elementary Education Act, 1920.	Towns. 25	Villages. 206	Towns. 25	Villages. 206
Bombay . . .	Primary Education (District Municipalities Act, 1918)	4	..	4	..
	City of Bombay Primary Education Act, 1920.	1	.	1	..
	Primary Education Act, 1923	5	150	5	150
Bengal . . .	Primary Education Act, 1919	1	..	1	..
United Provinces	Primary Education Act, 1919	..	..	36	..
	District Boards Primary Education Act, 1926.	..	378	..	378†
Punjab . . .	Primary Education Act, 1919	46	2,303	50	2,578
Bihar and Orissa .	Primary Education Act, 1919	1	4	1	4
Central Provinces and Berar.	Primary Education Act, 1920	13	90*	22	344
Assam . . .	Primary Education Act, 1925	..	..	..	..
Delhi . . .	(Punjab Act extended to Delhi, 1925).	1	6	1	6
TOTAL		133	3,137	146	3,666

* Village centres, with 193 feeder villages.

† Selected areas spread over 25 districts.

‡ In two (F. & G.) wards only.

NOTE.—This table does not include areas for which schemes of compulsory primary education are under consideration or have been sanctioned but not yet introduced. It includes, on the other hand, areas in which such schemes have been partially introduced.

In the North-West Frontier Province, says the Director, "the general application of compulsion is not yet a practical problem". In Assam little progress is reported. In Bombay no more local authorities introduced compulsion. The Director, Bihar and Orissa, writes:—"I cannot regard it as satisfactory that after ten years of compulsion 46 per cent. of the boys of compulsory school-going age are to be found in the infant class. One reason may be that the machinery for securing enrolment has so far failed to secure regular attendance: on an average 17 boys out of every 100 are absent each day." From Delhi comes a more hopeful statement that 95 per cent. of the boys of school-going age are under instruction in the compulsory areas. In the Punjab, urban areas under compulsion rose by 4 to 50, and rural areas by 275 to 2,578. Enrolment in rural areas is between 50 and 80 per cent. and in some municipal areas it is as high as 90 per cent. Action is being taken

to remove dilatoriness of the legal proceedings. "It is significant that in the Rawalpindi Division, where prosecutions have been launched on a large scale, there has been no opposition whatsoever to the measures adopted". Mere figures, however, fail to give an idea of the true position, especially as regards the administration of compulsory schemes. Particular attention may be called to the defects enumerated by the Director of the Central Provinces, namely, incomplete registers, delay in enrolment of pupils, unsatisfactory attendance (largely due to inefficient attendance authorities and attendance officers), undue delay in framing bye-laws and protracted and cumbersome proceedings against defaulters.

Schools for adults and night schools.—A perusal of the provincial reports on adult education and night schools leads one to think that, as managed at present, they can scarcely be called successful. Teachers are apathetic and unsuitable, attendance is irregular and equipment and lighting are often bad. Another fault is the tendency to mix up in one school adults and pupils of school age. In the Punjab, adult schools form an important feature of almost all training institutions. They are run by students under regular supervision and are reported as making satisfactory progress. It is interesting to note that even coolies and criminals are taught reading and writing. In Bombay, the total number of schools decreased by thirty and of pupils by 1,333. This decrease was due to 'bad attendance and lack of popular support in the primary schools'. Night schools, wherever established, were unsuccessful. As a rule they continued for a year or two and then closed. In Madras, two more classes at Government Training Centres for Masters were sanctioned during the year. There were also 22 classes under the control of non-official and honorary agencies. The number of boys and male adults attending schools was 152,818—a slight decrease as compared with the preceding year. As for these night schools, in the opinion of the Director, 'the large majority of them serve no useful purpose.....most of them are merely a source of supplemental income to the poorly-paid teachers.' In the Central Provinces there was a heavy fall in the number of night schools. In the United Provinces there were 82 of these schools as in the previous year but they do not flourish "because they are conducted by the head teachers of local schools who have not sufficient energy left in them after a hard day's work to teach adults". Specially trained teachers are necessary and at Benares a special training class has been started. In Bihar and Orissa, the number of night schools decreased by more than 25 per cent. In Bengal there are 1,484 night schools with 34,845 pupils, there being a slight decrease as compared with the numbers of the preceding year. There were also 203 continuation schools, one group of which gives instruction in the three R's, and the other in technical subjects as well. The teaching of these subjects, however, has not been a success. A comprehensive scheme for the improvement of adult education was sent up to Government during the year under report.

V.—EDUCATION OF GIRLS.

Statistics.—The number of recognised institutions for girls increased by 804 to 33,714 and their enrolment by 69,181 to 1,458,422 (including 63,610 boys). The total number of girls under instruction in all kinds of recognised institutions was 2,260,154, of whom 865,342 were reading in institutions for boys. The number of girls reading in all kinds of institutions, recognised and unrecognised, was 2,375,593—representing 1·80 per cent. of the total female population, a figure far below that for boys which is 7·36 per cent. The distribution of the scholars was as follows:—

Institutions.	No. of Girls.
Primary and Secondary schools	2,238,636
Intermediate and Arts colleges	2,488
Special schools	18,616
Professional colleges	469
Unrecognised institutions	115,489
TOTAL	2,375,593

General.—From all quarters is reported a gratifying increase in the number of schools and pupils. There is indeed no doubt that the importance of the education of girls is at last being realised and it was only the general lack of funds and, to a certain extent, the difficulties arising from political disturbances that prevented an all round extension during the year under report. It is true that among the poorer classes, at any rate, there is still a good deal of apathy and their attitude not only towards education, but also towards child marriage and domestic employment—to quote a Bombay Inspector—obstructs the progress of the education of girls. But a new spirit is abroad and, when financial conditions improve, a far-reaching extension of girls' education is certain. One pleasing feature of many of the reports is the increasing interest that is being taken in the physical welfare of girls. In the North-West Frontier Province, a beginning has been made in physical training and in the Central Provinces the long standing prejudice against physical education is reported to be dying out. In Bombay, "physical training on the Swedish system is given in almost all Schools in addition to the Indian games played". On the other hand, in the Punjab, "games and physical training are yet in their infancy and very few schools indeed have any ground for games".

Wastage.—The following table gives the number of girls under instruction in primary classes and shows the amount of wastage. Though, perhaps, it is possible to attach too much importance to the difference in the number of girls in Class I and of those in Class II, the fact remains that the wastage is still a matter for the

most serious consideration. There is, however, some consolation to be found in the increase in the number of pupils in Class IV.

Class.	Number of Girls under instruction.			Wastage.	
	1928-29.	1929-30.	1930-31.	1929-30.	1930-31.
I . . .	1,317,575	1,367,771	1,360,259	..	..
II . . .	311,281	340,221	388,558	977,354	979,213
III . . .	183,143	197,321	231,113	113,960	109,108
IV . . .	93,234	105,665	120,464	77,478	76,857
TOTAL .	1,905,233	2,010,978	2,100,394	..	..

Teachers.—The number of women teachers increased by 3,062 to 44,453. Of these, 53·1 per cent. were trained. In some provinces, an adequate number of trained teachers is working in the schools; for example, in the Central Provinces 75 per cent. of teachers in the Government girls' vernacular schools are trained and in Madras 10,562 are trained out of 14,344. In the Punjab, too, satisfactory progress in the training of teachers is reported. In the United Provinces training classes attached to aided schools do not meet the needs of the province, but more cannot be done in this direction owing to lack of funds. In Government normal schools "accommodation was strained to the utmost limit and many applicants were refused admission". The supply of trained teachers, who have passed the High School examination, is inadequate and many more trained teachers are required in village girls schools. Indeed, the general demand still exceeds the supply, a special difficulty being experienced in finding a sufficient number of teachers for Urdu schools. In primary schools, the standard of teaching often leaves much to be desired. As the Inspector in Sind says, "there is very little to stimulate women teachers in primary schools and keep them up to the desired standard of work. What is needed is an effective supervision and the abolition of the *purdah* from the Training College which will enable them in some measure to get rid of their excessive shyness." From Bombay it is reported that vernacular schools are staffed with untrained and unqualified teachers and that supervision is generally poor.

Co-education.—The following table shows the number of girls reading in boys' primary schools in the various provinces. Just as in 1930 there was a substantial increase over the numbers of the preceding year, so, too, in 1931 a further increase of nearly 40,000 can be seen. As for boys reading in primary schools for girls, the number for the year under report was 47,749 as against 41,970 in the preceding year. In the Punjab, we are told, co-education was much pushed in some districts and a large number of girls was attending boys' schools owing to the difficulty of getting women

teachers. The girls, however, "are being brought up in an atmosphere not conducive to the development of qualities of gentleness, reserve and quiet behaviour". In Bihar and Orissa, over 50,000 girls are reading in boys' colleges and schools. The Inspectresses are of opinion that co-education should be encouraged, at any rate, in primary schools, because the girls are better taught in mixed schools. In Assam, co-education is gaining in popularity and, in Bombay, as many as 34 per cent. of the girls are in boys' schools.

Province.	Number of Girls reading in Boys' Primary Schools.	
	1930.	1931.
Madras	328,472	342,692
Bombay	83,931	87,101
Bengal	73,083	85,401
United Provinces	48,093	50,872
Punjab	5,175	6,657
Burma	106,904	112,018
Bihar and Orissa	47,116	48,409
Central Provinces and Berar	18,535	19,497
Assam	25,161	25,223
North-West Frontier Province	322	322
Coorg	2,159	1,939
Delhi . . . . .	..	..
Ajmer-Merwara	350	392
Baluchistan	37	42
Bangalore	652	577
Other Administered Area	74	88
TOTAL-- British India	740,064	781,030

Buildings.—Little progress in supplying adequate accommodation for girls' schools is reported from the various provinces, though in the North-West Frontier Province the Director says that girls' schools on the whole are better housed than in 1921. In the Punjab, "most village schools have poor and ill-ventilated buildings with no equipment except some matting..... and a piece of tin for a black board". Similar reports have been received from other provinces.

Curriculum.—Under this heading there is not much to report. It is pleasing, however, to see from the Punjab that "there are now very few middle schools where at least some attempt on teaching cooking, house-wifery food values, and elementary hygiene is not made..... Cooking is now a fixed subject in the middle school examination for girls". From Bombay it is reported that "most of the secondary schools follow the departmental curriculum and although schools are permitted to adopt a modified course of study, better adapted to the needs of girls, few schools elect to do so". In Bengal, there has been a marked improvement in the quality of the needle work.

VI.—PROFESSIONAL AND TECHNICAL EDUCATION.

(a) *Training of Teachers.*

Statistics.—The number of students under training on March 31st, 1931 was 33,623, as against 33,481 in the previous year. The details are given below:—

	NUMBER OF STUDENTS UNDER TRAINING.			
	In Training Colleges.		In Normal and Training Schools.	
	1930.	1931.	1930	1931.
Men	1,215	1,272	25,698	25,166
Women	186	188	6,382	6,997
TOTAL	1,401	1,460	32,080	32,163

The number of training colleges was 23 as against 22 in the previous year and the number of normal and training schools 745, as against 762, the decrease occurring mainly in institutions for men in Burma and the Punjab.

The following table shows the percentage of trained teachers during the last two years:—

Province.	TEACHERS IN PRIMARY, MIDDLE AND HIGH SCHOOLS.							
	Total Number of Teachers.		Number of Trained Teachers		Percentage of Trained Teachers.		Annual output of Teachers.	
	1930.	1931.	1930.	1931.	1930.	1931.	1930.	1931.
					cent.	Per cent.		
Madras	118,537	121,633	67,801	72,532	57.2	59.6	6,728	7,562
Bombay*	42,010	43,781	18,461	19,167	43.9	43.6	1,061	981
Bengal	101,372	103,549	24,454	25,881	24.1	25.0	1,873	1,982
United Provinces	52,161	52,842	31,498	32,386	60.4	61.3	2,440	2,202
Punjab	37,683	39,376	26,650	29,070	70.7	73.8	3,840	3,554
Burma †	14,929	16,075	9,870	11,222	66.1	69.8	371	229
Bihar and Orissa	45,842	45,582	20,513	21,368	44.7	46.9	1,867	1,688
Central Provinces and Berar	16,593	16,287	9,110	9,413	54.9	57.8	830	757
Assam	10,235	10,621	3,679	3,528	35.9	33.2	171	190
North-West Frontier Province	2,766	2,860	1,562	1,717	57.5	60.0	164	160
Cooch	353	355	264	266	74.8	74.9	..	13
Delhi	1,450	1,583	964	1,112	66.5	72.5	53	69
Ajmer-Merwara	789	844	387	485	50.3	51.5	59	58
Baluchistan	299	307	216	222	72.2	72.3	12	12
Bangalore	764	785	541	495	70.0	67.3	29	55
Other Administered Areas	967	1,027	381	411	34.2	40.4	165	168
TOTAL—British India	446,730	457,398	216,381	229,214	48.4	50.1	19,680	19,684

*Includes figures for Aden.

† Includes figures for Federated Shan States.

For the first time the percentage of trained teachers has risen above 50. In Coorg, Baluchistan, the Punjab, Bangalore, Delhi, Burma and the United Provinces the position may be regarded as fairly satisfactory as more than 60 per cent. of the teachers are trained. Bihar and Orissa, Bombay, Assam and Bengal continue to have an average which is below that of India as a whole. Of these the percentage has actually fallen in Bombay and Assam. In Delhi, the Punjab and Burma the increase is particularly noticeable.

Teachers for Anglo-Vernacular Boys' Schools.—In the Central Provinces manual training, or gardening as an alternative, continues to be taught. Forty-nine T. T. C. students were enrolled in the Special Class for physical training. In the B. T. class there were six women students; in the B. T. examination the highest marks were obtained by one of these. From Assam it is reported that the Retrenchment Committee recommended that the training of teachers should stop. Against this the Director of Public Instruction records an emphatic protest saying that “the reduction of facilities for training will be the falsest economy”. The need for the establishment of a training college in Assam is becoming more and more urgent and the question is now under the consideration of Government. In the Punjab the difficulty of finding employment for those who have passed the B. T. examination continues. The supply also of junior A. V. teachers is greater than the demand. In the Central Training College, Lahore, there were seven women students in the B. T. class. The question of the creation of a higher degree in education is still being considered by the University. The Punjab Association of Science Teachers and the Punjab Geographical Association are reported to be doing excellent work. In Bombay there is only one secondary training college with sixty students. On an average nearly 100 lessons a week were given by students under training and the staff is in consequence overworked. Satisfactory results are reported from the teaching of Sanskrit by the direct method. In Burma, at the end of the year the control of the training of teachers for English and Anglo-Vernacular schools passed from the Education Department to the University of Rangoon and courses will be provided for the degree of Bachelor of Education and for the University's trained teachers' certificate. In the United Provinces the Government Training College, Allahabad, is now getting students with much better qualifications than before. Practical teaching was no longer confined to the Intermediate College but was extended to several local high schools. At the Aligarh Muslim University Training College the problem of accommodation has now been solved by the construction of a new college building. At the Government Training College, Lucknow, the tutorial system was used successfully, and a general and a special physical training class were in operation. The Director of Public Instruction, Bihar and Orissa, reports that many non-Matriculates have still to be admitted to the secondary training schools. At the David Hare Training College,

Calcutta, the revised course of studies was sanctioned by the University and will come into operation next year. At the Dacca Training College the investigations in the new method of teaching English Grammar and Bengali were continued. As before the teachers in the North-West Frontier Province were sent for training to the Punjab.

Teachers for Vernacular Boys' Schools.—In the Central Provinces in some circles the supply of trained teachers exceeded the demand and proposals for decreasing the number of stipends were under consideration. Experiments in village uplift were undertaken in some schools. Considerable progress was made in physical education and in the organisation of games for children in the primary stage. Assam reports that buildings and equipment still leave much to be desired. In the Punjab "in consequence of the steady rise in the proportion of trained teachers and the need of economy, the number of junior vernacular units has been reduced by 19 to 45 and of the senior by 2 to 25". The question of still further reduction has to be considered by the Department. In recruiting candidates for normal schools agriculturists are given preferential treatment. Persistent efforts were made to give a rural bias to instruction. "The assignment system", says an Inspector, "worked exceedingly well and pupils not only made good progress in their studies but also acquired greater confidence in facing new problems. The use of the project method has been successfully extended with the result that the infants pursue their studies with glee, and the teaching work is robbed of much fatigue". It is pleasing to read of the community and propaganda work done by the normal schools. Scouting too, continues to be taken up with vigour by the pupil teachers. As for physical training, satisfactory arrangements exist in practically all schools. The Director of the North-West Frontier Province urges the necessity of a two year course, but at present it is not possible owing to the great need for trained men. Another training class was opened at Ghaznikhel, thus giving effect to the recommendation of the Primary Education Committee of the Government of India that training classes should be attached to suitable vernacular middle schools in purely rural areas. Short courses of lectures were given to enable village school masters to carry out the duties of sub-post-masters in rural post offices.

In Bombay the previous policy of Government was pursued, i.e., to level up the percentage of trained teachers all over the Presidency to approximately 50 per cent., allowing for wastage. At present the output of teachers has to be restricted on financial grounds. It is too early to estimate the success of the rural training school at Narayangaon, but the headmaster comments on the changed attitude of the students. The Principal of the Training College for Men, Poona, writes:—"The policy of selecting a great number of students from communities other than the advanced is, I think, productive of good results, but greater care is necessary in selecting students for training". It is considered that the time has come to renew the old entrance test as the number of

boys who pass the vernacular final examination is rising. Teaching of combined classes was encouraged and students were trained to make for themselves the appliances they use. In Burma, the Director of Public Instruction says that "when funds are available for the improvement of vernacular normal training, a decision will have to be taken on the question whether all vernacular training should be concentrated at one centre or whether such training should be given at a number of village centres". From the United Provinces it is reported that the new method of selecting normal school students by a committee has worked well. The schools have now reverted to a continuous two years' course for the vernacular teachers certificate. All teachers were trained in the use of magic lanterns for village work. Special attention was given to methods of teaching infant classes. The demand for central training schools situated in rural areas is increasing, as the quality of the training they give is superior to that of the district board training schools where most of the vernacular primary schools are at present trained. The latter, however, are small classes attached to the local primary school.

In Bengal "the reorganisation of normal schools is regarded by most inspecting officers as an urgent necessity now that the number of matriculates seeking admission is steadily increasing". The passing of the Primary Education Act of 1930 has brought into prominence the importance of having an adequate number of trained teachers and a scheme for the establishment of a number of new training schools is under consideration.

Teachers for Girls' Schools.—In the North-West Frontier Province there was one institution for training vernacular school teachers; the number of scholars was 33—the same as last year. Special lectures on first-aid and nursing were given. One anglo-vernacular teacher was sent to the Punjab during the year under report. It is satisfactory to learn that the position generally as far as training of teachers is concerned has improved during the year. In Bombay at the Secondary Training College there were ten women teachers as against eleven during the previous year. The Urdu Normal Class for Muslim girls at Poona developed into an Urdu Training School for Girls by the addition of one more class for the senior first year candidates.

From the United Provinces it is reported that at present classes for the training of women teachers do not adequately meet the need but funds are not available for more. Accommodation in the Government Normal School was strained to the utmost limit and many applicants were refused admission. With the opening of upper primary sections in vernacular schools and the inclusion of English in the list of optional subjects in the vernacular curriculum, there is an increasing demand for trained teachers who have passed the high school examination, but the supply is very inadequate. Most of the 29 primary training classes are attached to Government vernacular schools for girls. "There is", says the Director, "a wide field of opportunity in district schools open to teachers

trained in these classes and an increase in their number is an urgent necessity, if schemes for the improvement of village girls' schools are to materialise ”.

(b) *Other Professional and Technical Education.*

The following table gives statistics regarding institutions for professional and technical education :—

Types of Institutions.	1930.		1931.	
	Institutions.	Students.	Institutions.	Students.
Law Colleges and Schools .	16	7,585	14	6,631
Medical Colleges and Schools .	45	10,679	41	10,225
Engineering Colleges and Schools.	18	4,349	18	4,221
Agricultural Colleges and Schools.	24	1,529	23	1,594
Commercial Colleges and Schools.	144	9,175	143	8,246
Forest Colleges . . .	2	102	2	104
Veterinary Colleges . . .	3	464	4	473
Technical and Industrial Schools.	497	23,343	490	27,209
Schools of Art . . .	16	2,396	16	2,284
TOTAL—British India .	765	59,622	741	60,987

It will be seen that, though there has been a decrease in the number of institutions, there is a small rise in the number of students. This number, however, is slightly below the figure for 1929. As many of these institutions are not under the control of the provincial Education Departments, full information about them is not available in the reports of Directors of Public Instruction. The following points, however, have been mentioned :—

Law.—A heavy fall in the numbers on the rolls is reported in the Patna Law College. A fresh site has been chosen as the present one is required for an extension of the Medical College. In Bombay there are 1,114 students reading law as against 972 last year. There are seven lady students on the rolls of the Government Law College. From Assam it is reported that the question of the retention of the Earle Law College is under the consideration of Government.

Medical.—From the Prince of Wales's Medical College, Patna, 23 students were sent to Bangalore for training in midwifery, and 29 to Kanke for mental diseases. Recognition was accorded to the M.B.B.S. course and degree of the Patna University by the Conjoint Board, London. In Bombay there are now twenty women students in the recognised medical schools. The Medical Department of the University College, Rangoon, has now become a constituent college of the Rangoon University. From the King Edward

Medical College, Lahore, it is reported that "the experiment of co-education has resulted in infusing into the students a spirit of healthy rivalry and the men are working harder in order to keep ahead of the women". Two important changes in the college curriculum took place during the year, in that (i) a course of elementary dentistry and special demonstrations in leprosy have been added and (ii) an additional examination has been introduced at the end of the fourth year in the subjects of forensic medicine and hygiene. The new maternity hospital was opened during the year, which should provide sufficient clinical material for practical training in midwifery for all the students of the college.

Engineering.—In the Government Engineering School, Nagpur, a scheme was sanctioned for an electrical engineering department but it had to be postponed owing to lack of funds. So, too, in Bengal the degree course in electrical engineering at the Bengal Engineering College, has not yet matured for the same reason. In the United Provinces it is reported that in the competitive examination held by the Public Service Commission for admission to the Indian Service of Engineers nine out of thirteen vacancies were secured by Roorkee trained men. In Bihar and Orissa a complete revision of the university regulations regarding the courses of study and the examinations for the Degree of Bachelor of Civil Engineering received the sanction of Government. The students of the College of Engineering, Poona, visited several places of interest during their annual tours. In addition to the degree classes there are diploma classes for instruction in (i) Civil and (ii) Mechanical and Electrical Engineering. Experience has shown that candidates trained in the latter course are more in demand. In the Punjab competition for admission into the Government School of Engineering, Rasul, is as keen as ever, though it is depressing to read that the prospects of students who have taken a course in this school grow less bright every year.

Commerce.—In Bihar and Orissa the number of schools fell from 11 to 10 but two more are to be opened. In Bengal there are now 28 schools. During the year under report 84 students obtained the B. Com. degree. In Bombay 312 students attended the degree course of the Sydenham College of Commerce in Economics. Lectures were delivered by the staff for the benefit of the public. In spite of bad times the commerce graduates had little to complain of as far as getting employment was concerned. In this Presidency there are also 34 commercial schools catering chiefly for students appearing for the examinations of the London Chamber of Commerce. In the Punjab students from the Hailey College of Commerce, Lahore, appeared for the first time in the final Bachelor of Commerce examination of the Punjab University. Most of the successful students found suitable employment.

Art Schools.—In the Government School of Art, Calcutta, there were 216 students this year as against 285 last year, the decrease being largely due to the expulsion or withdrawal of students owing to disturbances during the year. The revised rules for the management of the school were administratively approved

by Government during the year. At the Sir J. J. School of Art, Bombay, there were 372 pupils as against 357 last year. An event of outstanding importance during the year was the exhibition of students' work organised by the Director of the School at India House, London. At the Mayo School of Arts, Lahore, the drawing teachers' training class, which was discontinued in 1925, was reopened during the year under report.

Other technical and industrial schools.—In Bihar and Orissa two vernacular mining schools were closed during the year and three others were opened. The various technical schools continue to be popular. At the Victoria Jubilee Technical Institute, Bombay, competition for admission is still very keen. Greater attention is paid to practical work. Classes are held for Railway, Textile and Electrical Wiremen's apprentices. The Victoria Diamond Jubilee Hindu Technical Institute, Lahore, "continues to create in high caste Hindus an interest in industrial work and to break down by degrees their prejudice against manual labour". There were during the year under report 4,764 pupils on the rolls of industrial schools. It is reported that "the products of these schools are generally absorbed in the trades for which they receive training". The schools for women were completely reorganised. Ten different crafts are taught. The standard of work in tailoring, embroidery, needle work and toy-making showed a distinct improvement. The demand for the industrial education of women is increasing. The Dyeing and Calico Printing Institute and the Demonstration Weaving Factory at Shahdara (Lahore) and the Central Weaving Institute, Amritsar, continue to flourish.

Agriculture.—In Madras, the farm labourers' schools at Anakapalle, Palur and Coimbatore are supplying a real want in that they are providing general elementary education for the children of agriculturists and are inculcating improved methods of farming practice. The agricultural schools at Taliparamba and Usilampatti, however, are not flourishing and there is at present no demand from the agricultural classes for the kind of education imparted in them. In Bombay, the number of primary schools offering the 'agricultural bias' course increased from 78 to 80, and in certain areas there is a great demand for more schools of this type. In Bengal, in connection with the scheme for the introduction of agricultural classes in non-Government secondary schools, the second group of 15 teachers completed its training at the Dacca Agricultural Farm. An equipment grant of Rs. 19,650 was provided for the purpose of starting farms and gardens in the schools to which these teachers belonged. Another batch of 14 teachers was deputed for training at the Dacca Agriculture Training School during the year. In the Punjab, there was a further reduction in the number of applications for admission to the Punjab Agricultural College, Lyallpur. This was due, *inter alia*, to the present economic depression which prevents the *Zamindars* from meeting the cost of education of their sons at the college. Short refresher courses in fruit culture and fruit preservation were given at various times of the year and proved to be very popular. The

photograph and cinema section, which was doing useful work, had to be discontinued on account of financial stringency. In the Central Provinces, the scheme for the provision of instruction in agriculture through the agency of local assistants of the Agriculture Department is reported to be working satisfactorily in the Jubbulpore and Berar circles. Eleven trained teachers underwent a special course of training at the Agricultural College for the purpose of giving instruction in agriculture in vernacular middle schools, and were posted to schools in which the scheme referred to above was in operation.

VII.—EDUCATION OF SPECIAL CLASSES.

(a) *The Chiefs' Colleges.*

The following table shows the enrolment at these colleges during the last two years:—

Name of College.	Number of scholars.	
	1930	1931
Mayo College, Ajmer	97*	115*
Aitchison College, Lahore	102	96
Daly College, Indore	85	90
Rajkumar College, Rajkot	40	35
Rajkumar College, Raipur	46	48
TOTAL	370	384

These institutions prepare candidates for the Chiefs' Colleges Diploma Examination which is conducted by the Educational Commissioner with the Government of India and is generally recognised as equivalent to the Matriculation Examination of the Indian Universities. The Mayo College, Ajmer, also prepares candidates for the Higher Diploma Examination, the standard of which is roughly equivalent to the B. A. degree examination. In 1931, 41 candidates appeared at the Diploma Examination, of whom 37 passed—one in the first division, 17 in the second division and 19 in the third. The number of candidates who secured distinction marks (66 per cent.) in one or more subjects was 16. Six candidates appeared for the Higher Diploma Examination and all passed. The Daly College, Indore, suffered a great loss in the sudden death of its Principal, Mr. W. Fanshawe. The increase in the numbers of pupils from 60 in 1927 to 90 was largely due to his influence. The Rajkumar College, Raipur, was visited by Their Excellencies the Viceroy and Lady Irwin in December 1930. In the course of the Jubilee celebrations held last year at the Mayo College, Ajmer, His Highness the Maharaja of Jammu and Kashmir offered to found a scholarship of £300 a year for three years for study abroad. The details are still to be worked out and the capitalised value of the scholarship to be determined and invested in some security.

* Includes students in the Higher Diploma classes (8 in 1930 and 15 in 1931).

(b) *Education of Europeans and Anglo-Indians.*

The following table gives the figures for European Schools in India:—

	Number of Schools.		Number of Scholars.		Total Expenditure.	
	1930.	1931.	1930.	1931.	1930.	1931.
					Rs.	Rs.
For Boys	163	166	26,179	26,421	44,11,938	45,26,619
For Girls	260	255	31,590	32,556	42,43,659	44,16,470
	..	..	..	..	74,13,853*	74,94,010*
TOTAL	423	421	57,769	58,977	1,60,69,450	1,64,37,099

* Amount spent on inspection, buildings and miscellaneous items.

The number of girls in boys' schools was 3,121 as against 3,140 in the previous year and of boys in girls' schools 7,395 as against 6,991. Of the 58,977 scholars the number of non-Europeans was 13,004 or 22 per cent.

The table below shows the percentage of cost of European education in each province borne by public funds, fees and other private funds:—

Province.	PERCENTAGE OF COST OF EUROPEAN EDUCATION BORNE BY—		
	Public Funds.*	Private Funds.	
		Fees.	Other Private Funds.
	Per cent.	Per cent.	Per cent.
Madras	33·6	26·4	40·0
Bombay	34·0	39·6	26·4
Bengal	25·6	45·5	28·9
United Provinces	35·9	37·7	26·4
Punjab	49·8	26·4	23·8
Burma	28·4	48·9	22·7
Bihar and Orissa	34·6	34·9	30·5
Central Provinces and Berar	24·8	39·7	35·5
Assam	25·1	59·6	15·3
North-West Frontier Province	59·0	15·3	25·7
Coorg . . . . .	..	..	..
Delhi	43·2	16·9	39·9
Ajmer-Merwara	21·3	56·4	22·3
Baluchistan	36·4	42·4	21·2
Bangalore	33·2	40·8	26·0
Other Administered Areas	23·6	25·2	51·2
TOTAL—British India {	1931	31·8	39·2
	1930	32·1	38·1
			29·8

* Government, District Board or Municipal Funds, etc.

In the Punjab the Director urges the necessity of having compulsory education of Europeans as very many children at present are too old for the standard for which they are qualified by their attainments. In many schools there is a long waiting list of Indian pupils, many of whom have not a sufficient knowledge of English to profit by joining a European school. There is also "a growing tendency to form private classes largely consisting of Indian pupils who are not eligible for admission under the rules"; this is an evasion of the Code. It is unfortunate that some schools have given up the study of domestic science. There is also a prejudice against Urdu in favour of French. The growth of post-matriculate study has been an important development during the year under report. In the United Provinces there are now four intermediate colleges as against three last year. A satisfactory increase in the number of trained teachers is reported. It is interesting to note that "girls' schools show a marked tendency to pay more attention to house-craft subjects". The standard of physical education is steadily improving. The Director of Madras reports a difficulty in finding men teachers. He is of opinion that it would be better and cheaper if Anglo-Indian men were trained in the Teachers' College, Saidapet. The schools in the Presidency have, on the whole, shown progress though there have been complaints about the standard of Vernacular and English. One great difficulty that has been experienced is that of finding employment for those who pass out of European schools. In Bombay 66 per cent. of the teachers in European secondary schools are trained. A scheme for the introduction of a diploma examination for teachers in European secondary schools received the sanction of Government. The Inspector of European Schools reports a difficulty in finding competent teachers for specialist subjects. In Bengal out of 793 teachers in European schools 333 are untrained. Domestic science, manual training and science are no longer regarded as special subjects but are included under the new Code as an intrinsic part of the school curriculum.

(c) *Education of Muhammadans.*

The number of Muhammadan scholars in various institutions during 1930 and 1931 was as follows:—

Institutions.	NUMBER OF MUHAMMADAN SCHOLARS ON MARCH 31ST.					
	1930.			1931.		
	Males.	Females.	Total.	Males.	Females.	Total.
Arts Colleges or University Departments.	9,029	61	9,090	10,018	84	10,102
Professional Colleges or University Departments.	2,554	8	2,562	2,509	16	2,525
Secondary and Primary Schools	2,332,222	495,031	2,827,253	2,416,550	527,055	2,943,605
Special Schools	153,013	1,572	154,585	141,965	1,864	143,829
Unrecognised Institutions	165,922	74,086	240,008	180,024	77,394	257,418
TOTAL	2,662,740	570,755	3,233,495	2,751,066	606,413	3,357,479
Percentage of Population	Per cent. 8.6	Per cent. 1.9	Per cent. 5.2	Per cent. 7.8	Per cent. 1.9	Per cent. 5.0

The total number of Muhammadan scholars increased by 123,981 or by 3·8 per cent. as against an increase of 173,960 or 1·4 per cent. if the scholars of all communities are taken together. The number of Hindu scholars, on the other hand, actually declined by 8,715 during the year. These figures are interesting but not easy to explain; it may be that the more or less general abstention of Muhammadans from the civil disobedience movement was the chief cause of the difference between the figures for the two communities. Though these figures are not unsatisfactory, as far as they go, the fact remains that the majority of Muhammadan scholars are still reading in the lower classes of schools. Out of a total of 3,357,479 Muhammadan scholars in all kinds of institutions, 2,074,928, or nearly 62 per cent, were in classes I and II. A considerable number of the infants was enrolled in makhtabs and mulla schools, while there were 257,418 scholars in unrecognised institutions, the great majority of which impart very little secular education. It is noteworthy that, in the Central Provinces, there was not a single Muhammadan girl in high schools or colleges. The following table gives certain facts about the number of Muhammadan pupils in classes above classes I and II:—

Province.	PERCENTAGE OF MUHAMMADAN POPULATION TO TOTAL POPULATION.		PERCENTAGE OF MUHAMMADAN SCHOLARS TO TOTAL NUMBER OF SCHOLARS.*	
	Males.	Females.	Males.	Females.
	Per cent.	Per cent.	Per cent.	Per cent.
Madras	6·7	6·7	8·7	7·3
Bombay †	20·8	18·6	15·2	12·2
Bengal	54·6	55·3	37·1	34·3
United Provinces	14·9	14·8	15·5	10·4
Punjab	56·2	56·9	42·8	23·7
Burma ‡	4·9	3·1	5·5	2·4
Bihar and Orissa	10·8	11·5	9·8	11·7
Central Provinces and Berar	4·6	4·2	9·3	7·1
Assam	29·6	28·8	24·4	13·6
North-West Frontier Province	90·9	93·0	71·6	24·9
Coorg	9·3	6·3	3·0	0·5
Delhi	32·7	32·2	27·2	19·6
Ajmer-Merwara	17·9	17·0	17·8	5·3
Beluchistan	83·6	93·0	51·7	13·2
TOTAL—British India	25·2	24·2	21·1	11·5

* Scholars in classes above class II in recognised institutions for general education (primary, middle and high schools, intermediate colleges and arts colleges and teaching departments of Universities).

† Figures for Aden are included under Bombay.

‡ Figures for the Federated Shan States are included under Burma.

The table is instructive. It shows that, in provinces in which the Muhammadans are in a large majority, the proportion of Muhammadan scholars to the total number of scholars is much below the proportion of the Muhammadan population to the total population. The position is especially unsatisfactory in Bengal, the Punjab and Baluchistan. On the whole, the figures show some improvement in the case of boys, the state of education among Muhammadan girls being still far from satisfactory. The following paragraph gives a short account of the main developments which have taken place in the various provinces during the year under review.

In Madras, a sessional school was opened for the training of Mollahs and Musliars. It is also proposed to form village education committees with a view to securing an improvement in the attendance of Mapilla scholars. Adult education centres have been started in the Malabar district and are reported to be more efficient than ordinary night schools. In Bombay, a new arts college, called the 'Ismail College', was opened at Andheri. The college owes its existence to the munificence of Sir Mohammed Yousuf, who in 1914 placed a sum of eight lakhs of rupees at the disposal of Government for the promotion of higher education among Muhammadans. After careful consideration, the Government decided to devote most of the money towards the establishment of a first-grade Government Arts College and the remainder to the formation of a permanent scholarship endowment fund, the income from which was utilised in providing scholarships for Muhammadan students at other Arts Colleges pending the establishment of the Ismail College. Government has also provided special Anglo-Urdu schools for Muhammadans. It is, however, reported that some local authorities have not been sympathetic towards Muslim primary education, the growing communal tension having resulted in prejudice against the Urdu language. The Urdu supervising agency employed by local authorities is also reported to be inefficient. In Bengal, a committee, known as the Muslim Education Advisory Committee, was appointed to advise Government with regard to the policy to be pursued for the advancement of Muslim education; the results of its deliberations are being awaited. In the United Provinces, the post of Inspector of Muhammadan Schools was revived during the year. The Provincial Muslim Education Committee revised the secular curriculum for maktabas in order to bring it on a level with that of the ordinary primary schools. The Government of Bihar and Orissa, after full consideration of the complaints received from a member of the Legislative Council that certain local bodies were not doing their duty towards Muhammadan education, made definite suggestions in all those instances where there seemed to be any *prima facie* ground for complaint. The local bodies concerned generally accepted the suggestions, though in a few cases they were unable to give effect to them at present owing to lack of funds. In Assam, a special grant of Rs. 23,500 made it possible to reorganise some privately-managed middle and

middle English madrasas and bring them on to the aided list. A notable step in connection with the provision of Islamic instruction in public schools was that Government passed orders on the recommendations of the Muhammadan Educational Conference of July 1930, including the Islamic course as an integral part of the school curriculum, though not compulsory, and waiving the objection as to Islamic classes being chargeable to public funds. It is now expected that public bodies will do their best to attract the Muhammadan community to ordinary vernacular schools by providing Islamic instruction in such schools. In the North-West Frontier Province, education in the Agencies and tribal areas continued to make satisfactory progress, largely through the assistance of the political officers. The number of trans-frontier boys in the collegiate school (Islamia College), Peshawar, was forty. An account of the Aligarh Muslim University is included in the chapter on University Education.

(d) *Education of the Depressed Classes.*

The following table shows, for the last two years, the number of pupils under instruction in seven provinces:—

Province.	NUMBER OF DEPRESSED CLASS PUPILS ON MARCH 31ST.		
	1930.	1931.	Increase or Decrease.
Madras	342,400	352,162	+9,762
Bombay	62,179	62,903	+724
Bengal	418,769	433,686	+14,917
United Provinces	122,563	125,383	+2,820
Punjab	33,203	36,279	+3,076
Bihar and Orissa	24,680	24,187	—493
Central Provinces	44,859	43,008	—1,851
TOTAL .	1,048,653	1,077,608	+28,955

N.B.—The figures for Bengal relate to “educationally backward” classes, while those for the Central Provinces relate to “untouchables”.

Though there is again an increase in the total number of pupils under instruction, the percentage of increase is only 2·8 as against 4·25 in the previous year and 9·2 in 1928-29. This low rate of progress during the year under report was due to various causes; among these may be mentioned the closure of schools owing to shortness of funds and the general economic depression in rural areas. In some provinces, however, in spite of the depression there has been a satisfactory increase in the number of pupils. For example, in the Punjab the enrolment has increased by 12·2 per

cent. possibly owing to the orders contained in the Government's resolution of November 1929 requiring all officers and departments concerned to encourage the education of the depressed classes. It is gratifying to read in the reports of Directors that in several parts of the country there is a gradual disappearance of the prejudice against the admission of pupils of these classes to the public schools. From several provinces, too, it is reported that the number of pupils in special schools is decreasing and in ordinary schools increasing. In this connexion an Inspector of Schools in Bihar and Orissa says:—"Untouchables studying in the ordinary schools seem to show better results than those studying in special schools". To quote the Director of the Punjab, "it shows that the fellow-feeling among the different communities is encouraged and the disabilities such as untouchability and prejudice of caste and creed, which in the past stood in the way of admissions of these boys to ordinary schools, are dying fast". There are still far too few pupils in high schools. For example, in Bihar and Orissa there are only fifteen boys and in the Central Provinces there are no girls at all in these schools. In Bombay the number of depressed class boys per mille of the population attending educational institutions was 43, as in the preceding year. The corresponding figures for Brahmins, other advanced Hindus and Muhammadans were 209, 187 and 117, respectively. In this province, too, the persistent efforts of Government to overcome the disabilities of the depressed classes are bearing fruit. "It cannot", says an Inspector of Schools, "be denied that the old sentiments of untouchability are gradually dying out and that people are not so rigid as formerly in their views about caste". The various recommendations made by the committee appointed by Government to enquire into the educational conditions of the depressed classes are being given effect to as far as possible. Among these recommendations are the encouragement of common schools as opposed to separate schools, the desirability of a more frequent interchange of teachers between the common schools and the separate schools, the abandonment of the practice of labelling schools as depressed classes schools and the grant of special promotions to teachers taking special interest in the education of backward classes children. The Government have also appointed a backward class officer and provided a staff to enable him to watch over the interests of the backward classes. It may be noted also that 45 per cent. of the places in Government secondary schools are reserved for the intermediate and backward classes and in Government professional colleges 10 per cent.; in the Engineering College the percentage is 25. In Madras, too, the inspecting officers have been informed that special efforts should be made to encourage the employment of teachers of the depressed classes in schools not specially intended for them. During the year the question of framing a rule under the Madras Elementary Education Act of 1920, making it a condition of recognition that school-buildings should be accessible to all classes, was considered and a draft rule published. Government have also advised local bodies

that in cases where the caste pupils deserted schools on the admission of pupils of depressed classes that they should on no account yield to the pressure of caste men but should retain the pupils in the school until the villagers reconcile themselves to the new situation.

(e) *Education of Defectives.*

The following statement gives the statistics of schools for the blind and for deaf-mutes:—

Province.	NUMBER OF SCHOOLS.			NUMBER OF PUPILS.			
	For Deaf-mutes.	For the Blind.	Total.	Deaf-mutes.	Blind.	Total.	
Madras	2	3	6*	115	198	370*	
Bombay	4	3	7	169	125	294	
Bengal	5	1	6	237	80	317	
United Provinces . . . .	..	1	1†	..	12	12
Punjab . . . . .	..	1	2‡	..	26	62‡
Burma	1	2	3	24	48	72	
Bihar and Orissa . . . .	..	2	2	..	79	79
Central Provinces and Berar .	1	1	2	20	18	38	
TOTAL {	1931	13	14	29	565	586	1,244
	1930	11	14	28	629	490	1,226

* The statistics of the Blind, Deaf and Dumb Institute, Madras (which had an enrolment of 37 pupils) are included.

† There is also a Mission School for the Blind at Rajpura, Dehra Dun, statistics of which are not available.

‡ The statistics of an aided school for Defectives, exact classification of which is not known, are included.

In Madras, the school for the blind and deaf-mutes at Rayapuram, which was managed by the Corporation of Madras, was closed on the opening of the Victory Memorial Blind School, Poonamallee in November 1930, to which the pupils and staff of the former school were transferred. The new school is divided into educational and industrial sections. No fees are charged from the present inmates, but a minimum fee of Rs. 5 per mensem will be levied in respect of new admissions which will be limited to children under ten years of age. The Deaf and Dumb School at Palamcottah continues to maintain boy-scout and girl-guide organisations. Two of the scholarships granted to pupils reading in the Central Institute for Defectives, Mysore, were continued during the year, while the other two were not utilized as the scholars holding them did not return after the vacations. In Bombay, music is reported to be a favourite subject with the blind and provision for instruction in vocal and instrumental music exists in such schools. The pupils of the Victoria Memorial School took part in the Agricultural and Industrial Exhibition held at Nava-sari and were awarded a gold medal for the specimens of work

exhibited by them. The managers of schools try to keep in touch with ex-students with a view to securing suitable employment for them. In the United Provinces, the Ahmadi School for the Blind at Aligarh is well-equipped and is housed in a good building. The enrolment of the school (12 pupils) is not, however, satisfactory. In the Punjab, proposals for the extension of the School for the Blind at Lahore and its scope of training were under the consideration of the Government.

In Burma, recruitment of new pupils to the S. P. G. Mission School for the Blind at Kemmendine had to be curtailed owing to lack of accommodation and paucity of funds. As regards the school for the deaf, which is managed by the Burma Christian Missionary Society, steps were being taken during the year to obtain the services of an expert teacher from England. In the Central Provinces, the institution for blind boys at Nagpur has elicited much popular sympathy and support. A plan and estimate for the construction of a new building for the school was approved, but no grant was paid owing to financial stringency.

Other institutions for defectives, which deserve mention, are the Children's House, Kurseong (Bengal), which had on its rolls 24 European children suffering from mental or physical defects; the Leper School at Bapatla (Madras), which had an enrolment 6 pupils as against 9 in the previous year; and the school attached to the Leper Asylum at Purulia (Bihar and Orissa). The strength of the last-mentioned school increased from 175 to 187, of whom 87 were boys and 100 girls.

VIII.—MISCELLANEOUS.

Education in legislatures.—Legislative bodies continue to take a keen interest in educational questions. In Bengal, the Bengal (Rural) Primary Education Bill, a measure of supreme importance, was passed into an Act, but owing to economic conditions it could not be brought into operation, involving as it did the imposition of an educational cess. No drastic cuts were proposed in the budget during the budget discussion. In the United Provinces during the year under report only one resolution recommending that steps should be taken for the rapid expansion of education among the depressed classes was adopted by the Legislative Council but owing to lack of funds it has not been possible to give effect to it. In Madras a Bill to amend certain enactments relating to the Andhra University was passed into law. In Bombay two Bills for the amendment of the Bombay University Act, 1928, were passed into Acts. In the Central Legislature the Benares University Amendment Bill was passed into law in July 1930. The main object of this bill was to provide for the constitution of a Standing Finance Committee in order to strengthen the financial administration of the University.

Boy Scouts and Girl Guides.—As was inevitable, the prevailing unrest had its effect on the movement but, on the whole, a considerable amount of progress was made in spite of difficulties and discouragement. There is still, however, specially among the Guides, a lack of those competent and willing to give instruction.

In Bombay, a grant of Rs. 30,000 was sanctioned by Government to the Presidency Association during the year. The number of scouts of all kinds was 26,218, there being a slight decrease as compared with the previous year. The Provincial Secretary reports that though in Bombay and Gujarat anti-scout propaganda was not without effect the movement is recognised as being "non-political and sufficiently strong-rooted to prevent disintegration". The North-West Frontier Province and Bihar and Orissa report satisfactory progress. In the former there were 3,657 scouts of all ranks as against 3,178 in the preceding year. In the United Provinces activities were hampered by political disturbances but later on "the inherent strength of the movement re-asserted itself". It was noted that in some schools "insufficient attention is paid to the essentials of the movement". In Madras the total number of scouts decreased slightly from 13,517 to 13,019. A permanent provincial training centre was opened at Coonoor. A fair amount of success attended the efforts to increase scouting activities in elementary schools. The Association received a grant of Rs. 10,000 from provincial funds. The Girl Guide Movement is doing well and applications for admissions are very numerous. Rs. 10,000 were received as grant. In the Central Provinces the number of scouts of all kinds increased by over 4,000 to 33,290. Work was done in connexion with a leper institution and also at the Borstal Institute and experiments with village uplift were undertaken. In Burma the annual census showed that there were 5,065 scouts—an increase of 500. Highly satisfactory progress has been reported but the Guide Movement suffered considerably from constant change of personnel. In Bengal, nearly a thousand new boys joined the movement, the total number of scouts being 8,338. The total grant from Government was Rs. 9,900. It is unfortunate that the Girl Guide Movement is not at present showing satisfactory progress in this province.

Revival of the Central Advisory Board of Education and the Bureau of Education in India.—Prior to 1923, the Government of India possessed a Bureau of Education and a Central Advisory Board of Education which were under the Educational Commissioner with the Government of India. The two institutions served a useful purpose but, as a result of the recommendations of the Indian Retrenchment Committee, they were abolished in the interests of economy. The Indian Statutory Commission and its Auxiliary Committee on the Growth of Education, however, expressed views recommending the desirability of establishing a Central Advisory Board of Education and a Bureau of Education in India, which should serve as a clearing house for ideas and as a medium for the diffusion throughout India of new and fruitful methods in matters educational. In pursuance of these views, the Government of India decided to revive these institutions as soon as the financial conditions improved, and the question was being considered in consultation with the provincial Governments towards the close of the year under review.

F. K. CLARK.

APPENDIX.

BRITISH INDIA.

General Educational Tables, 1930-31.

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General Summary of Educational Institutions and Scholars.

				PERCENTAGE OF SCHOLARS TO POPULATION.			
				Recognised Institutions.		All Institutions.	
				1931.	1930.	1931.	1930.
Area in square miles	1,098,422						
Population—							
Males	140,077,750	Males	6.99	7.67	7.86	8.07	
Females	131,710,682	Females	1.72	1.79	1.80	1.88	
Total	271,788,382	Total	4.44	4.81	4.67	5.06	
Recognised Institutions.	INSTITUTIONS.			SCHOLARS.			Stages of Instruction of Scholars entered in column 4.
	1931.	1930.	Increase or decrease.	1931.	1930.	Increase or decrease.	
	1	2	3	4	5	6	
Universities	16	16	..	(e) 8,189	9,027	—838	
<i>For Males.</i>							
Arts Colleges	224	222	+2	65,291	68,968	—3,677	(a) 20,923 (b) 41,848 (c) 1,788
Professional Colleges	65	64	+1	16,752	17,412	—660	(a) 12,401 (b) 2,579
High Schools	2,724	2,642	+82	858,416	850,283	+8,133	(c) 639,237 (d) 214,179
Middle Schools	9,725	9,429	+296	1,240,229	1,216,982	+23,247	(c) 428,406 (d) 816,710
Primary Schools	172,230	172,686	—456	8,114,480	8,030,772	+83,708	(d) 8,114,411
Special Schools	8,491	8,863	—372	300,058	315,917	—15,859	
Totals	193,459	193,906	—447	10,590,226	10,500,334	+89,892	
<i>For Females.</i>							
Arts Colleges	20	19	+1	1,546	1,510	+27	(a) 874 (b) 861 (c) 311†
Professional Colleges	8	8	..	250	240	+10	(a) 190 (b) 51
High Schools	312	302	+10	76,770	72,597	+4,173	(c) 37,894 (d) 38,862
Middle Schools	820	779	+41	115,996	106,946	+9,050	(c) 19,584 (d) 96,370
Primary Schools	32,154	31,408	+746	1,248,268	1,193,312	+54,956	(d) 1,248,268
Special Schools	400	394	+6	15,592	15,227	+365	
Totals	33,714	32,910	+804	1,458,422	1,389,241	+69,181	
<i>Unrecognised Institutions.</i>							
For Males	30,686	30,419	+267	546,403	537,928	+8,475	
For Females	4,193	3,695	+498	85,846	78,696	+7,150	
Totals	34,879	34,114	+765	632,249	616,624	+15,725	
GRAND TOTALS	262,068	260,946	+1,122	12,689,086	12,615,126	+73,960	

(a) In Graduate and post-graduate classes.

(b) In Intermediate classes.

(c) In Secondary stage.

(d) In Primary stage.

(e) Includes 295 Scholars of Professional Colleges in Burma and 92 Law Scholars in Delhi.

* Includes 91 Scholars in Secondary stage in Bihar and Orissa and Assam.

† Includes 183 scholars in primary stage in Bangalore.

‡ Includes 34 scholars in secondary stage in Bihar and Orissa and Assam.

N.B. 1.—There are also 6 Boards of Secondary and Intermediate Education in British India which are not separately shown in this table.

N.B. 2.—Details under column 7 do not in some cases agree with the totals under column 4 as classification by stages in respect of all scholars has not been furnished by all provinces.

General Summary of Expenditure on Education.

TOTAL EXPENDITURE.			PERCENTAGE OF EXPENDITURE FROM						COST PER SCHOLAR TO				Total cost per scholar.
1931.	1930.	Increase or decrease.	Government funds.	* Local funds.	Fees.	Other sources.	Government funds.	* Local funds.	Fees.	Other sources.			
1	2	3	4	5	6	7	8	9	10	11	12		
	Rs.	Rs.					Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		
Direction and Inspection	1,18,92,014	+3,35,062	93-1	6-9	38-7	15-8	..	..	..	..	..
Universities	1,35,63,245	+16,10,592	47-5	..	81-2	..	..	..	..	..	..
Boards of Secondary and Intermediate Education.	3,29,469	-18,956	18-8	..	..	..	..	..	..	..	..
† Miscellaneous	4,86,91,886	+14,49,808	45-6	12-8	15-5	26-1	..	..	..	..	..
Totals	7,44,76,614	+33,76,506	53-4	9-5	17-2	19-9	..	..	..	..	..
Institutions for Males.													
Arts Colleges	1,40,91,736	+74,591	43-8	0-3	42-2	13-7	96 14 9	0 11 11	93 7 5	30 5 1	221 7 2		
Professional Colleges	81,08,352	+2,76,894	73-6	2-0	21-6	2-5	348 1 10	9 5 9	102 7 3	13 2 8	473 1 6		
High Schools	4,73,34,242	+10,44,946	31-8	4-0	50-5	18-7	16 13 4	2 2 0	26 12 4	7 4 6	53 0 2		
Middle Schools	2,50,29,232	+12,32,922	38-4	25-4	26-0	10-2	7 12 0	5 1 11	5 4 1	2 0 11	20 2 11		
Primary Schools	6,82,07,867	+6,09,74,147	50-9	32-3	7-5	6-3	4 4 6	2 11 5	0 10 1	0 12 6	8 6 6		
Special Schools	1,74,66,412	-3,63,302	65-8	3-8	10-8	19-6	38 4 10	2 3 6	6 4 4	11 6 8	58 3 4		
Totals	18,02,37,841	+34,99,771	46-2	17-3	24-9	11-6	7 13 9	2 14 11	4 3 10	1 15 7	17 0 1		
Institutions for Females.													
Arts Colleges	5,69,772	+37,000	58-5	0-3	19-8	21-4	265 5 10	1 7 10	89 11 7	96 12 4	453 5 7		
Professional Colleges	3,25,235	+7,921	81-6	..	38-2	8-2	1,061 5 0	..	132 9 8	107 0 4	1,300 15 0		
High Schools	71,90,197	+67,63,501	43-0	1-6	39-7	20-8	39 8 4	1 7 5	31 0 3	19 15 3	91 15 3		
Middle Schools	41,85,318	+2,99,251	41-2	13-0	15-0	30-8	14 14 1	4 10 11	5 6 4	11 2 0	36 1 4		
Primary Schools	1,32,34,050	+10,40,779	43-3	37-5	3-1	19-1	4 9 5	3 15 8	0 5 3	1 11 4	10 9 8		
Special Schools	29,42,419	+1,91,464	64-8	2-3	4-4	28-5	122 5 10	4 4 0	8 4 3	53 13 4	188 11 5		
Totals	2,84,46,991	+20,03,151	45-9	20-0	13-1	21-0	8 15 5	3 14 5	2 8 9	4 1 6	19 8 1		
GRAND TOTALS	28,31,61,446	-88,79,428	48-1	15-5	21-7	14-7	11 4 7	3 10 2	5 1 7	3 7 5	23 7 9		

N.B.—For explanation of certain terms used in the tables please see overleaf.

* Includes both District Board and Municipal Funds.

† Includes expenditure on buildings.

EXPLANATIONS.

1. *School Year*.—In these tables the school year is assumed to coincide with the financial year, i.e., to extend from April 1st of one year to March 31st of the next, though in actual practice some institutions, e.g., European schools, may close in December and others, e.g., colleges, in May.

2. *Recognised Institutions* are those in which the course of study followed is that which is prescribed or recognised by the Department of Public Instruction or by a University or a Board of Secondary and Intermediate Education constituted by law and which satisfy one or more of these authorities, as the case may be, that they attain to a reasonable standard of efficiency. They are open to inspection and their pupils are ordinarily eligible for admission to public examinations and tests held by the Department or the University or the Board.

3. *Unrecognised Institutions* are those which do not come under the above definition of recognised institutions. They are for the most part indigenous institutions for education of a religious character.

4. *Other sources* include income from endowments, subscriptions, contributions, etc.

5. *Classification*.—In Tables IV-A and IV-B, provision has been made for twelve school classes covering the primary, middle and high school sections. The figures for the lowest class in the primary section or school, whether called infant class, sub-standard A, preparatory class or class I, should be entered against class I in the tables and the figures of the succeeding higher classes should be shown against Classes II, III, IV, etc., up to the end of the school course without any break in the sequence of classes. Should the number of classes be less than twelve in a school, the figures of the top class should be shown against Classes XI, IX or X according as the total number of classes is eleven, ten or nine, and so on. Where the number of classes exceeds twelve, the figures of the additional classes should be shown after Class XII for each class separately. The figures of the intermediate classes of Intermediate Colleges should not be shown under "school education", but should be entered against 1st year and 2nd year intermediate classes under "university and intermediate education". As a general rule, the duration of each class is taken to be one scholastic year.

6. *Intermediate colleges and examinations*.—An "Intermediate college" means an institution preparing students for admission to the degree courses of a University or for entrance into vocational colleges. The intermediate examination means an examination qualifying for admission to a course of studies for a degree.

7. *European scholars* are included in the General Summary and General Tables II-A and B, IV-A and B, V-A and B, VIII and IX. The expenditure on European Schools is included in the General Summary and General Tables III-A and B. *Teachers* in European Schools are included in Tables VI-A and B.

8. All statistics refer to Recognised Institutions only, except where side-headings for Unrecognised Institutions are entered.

9. In Tables IV-A and B and V-A and B, the top-heading "*Hindus*" may be sub-divided into such necessary sub-headings as may be considered suitable in each province, e.g., "Higher castes" and "Depressed" or "Backward classes", or "Brahmins" and "Non-Brahmins", etc. [In the consolidated tables for all India, all Hindu scholars will, however, be entered in one column only.]

10. Table X is prepared at the end of each Quinquennium and gives figures for the last year of the Quinquennium only.

11. In calculating the expenditure from Government, District Board or Municipal Funds, entered in Tables III-A and B and other expenditure tables, all payments or contributions from fees and other sources, which are credited to such funds, should be deducted.

I.—Classification of Educational Institutions.

	FOR MALES						FOR FEMALES					
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
RECOGNISED INSTITUTIONS.												
Universities . . . . .	..	..	..	16	..	16	..	..	..	..	..	..
Boards of Secondary and Intermediate Education.	4	..	..	2	..	6	..	..	..	..	..	..
Colleges—												
Arts and Science*	33	..	1	82	15	131	3	..	..	6	1	10
Law	4	..	..	3	5	12	..	..	..	..	..	..
Medicine	7	..	1	1	..	9	..	..	..	1	..	1
Education	15	..	..	1	..	16	2	..	..	3	2	7
Engineering	6	..	..	1	..	7	..	..	..	..	..	..
Agriculture	1	..	..	..	1	2	..	..	..	..	..	..
Commerce	1	..	..	5	1	7	..	..	..	..	..	..
Forestry	2	..	..	..	..	2	..	..	..	..	..	..
Veterinary Science	4	..	..	..	..	4	..	..	..	..	..	..
Intermediate and 2nd grade Colleges.	29	1	..	50	13	93	2	..	..	8	..	10
Totals	108	1	2	143	35	289	7	..	..	18	3	28
High Schools												
Middle Schools—												
English	101	467	222	2,245	763	3,798	20	3	14	287	26	339
Vernacular	52	4,697	94	1,083	21	5,927	92	44	79	280	6	481
Primary Schools	3,376	44,258	17,655	96,882	10,059	172,230	385	3,848	4,627	19,455	3,839	82,154
Totals	3,869	49,498	18,156	101,706	11,460	184,679	554	3,895	4,724	20,231	3,882	83,286
Special Schools—												
Art	6	2	..	6	2	16	..	..	..	..	..	..
Law	2	..	..	..	..	2	..	..	..	..	..	..
Medical	20	..	..	5	2	27	2	..	..	2	..	4
Normal and Training	391	60	22	44	6	523	127	1	3	87	4	222
Engineering†	9	..	..	1	1	11	..	..	..	..	..	..
Technical and Industrial	184	23	7	214	14	392	3	..	..	78	7	88
Commercial	17	..	..	20	93	130	..	..	..	6	..	6
Agricultural	9	..	2	3	..	14	..	..	..	1	..	1
Reformatory	10	..	..	3	..	13	..	..	..	..	..	..
Schools for Defectives	1	..	..	25	1	27	..	..	..	4	..	4
Schools for Adults	23	1,687	171	1,455	438	3,764	..	4	..	14	2	20
Other Schools	85	17	17	2,864	599	3,582	26	..	1	28	..	55
Totals	707	1,769	219	4,640	1,156	8,491	158	5	4	220	13	400
Totals for Recognised Institutions.	4,678	51,268	18,377	106,507	12,651	198,481	719	3,900	4,728	20,469	3,898	83,714
Unrecognised Institutions . . . . .	..	69	4	77	30,536	30,686	..	10	11	21	4,151	4,198
GRAND TOTALS, ALL INSTITUTIONS.	4,678	51,337	18,381	106,584	43,187	224,167	719	3,910	4,739	20,490	8,049	87,907

* Includes 3 Oriental Colleges.

† Includes Survey Schools.

II-A.—Distribution of Scholars attending

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
<i>University and Intermediate Education (a).</i>									
Arts and Science (b) & (c)	17,293	14,823	5,483	70	68	..	103	100	29
Law	1,372	1,163	142	..	..	..	..	..	..
Medicine	2,517	2,197	741	..	..	..	278	235	91
Education	1,166	1,121	983	..	..	..	..	..	..
Engineering	1,398	1,297	1,073	..	..	..	..	..	..
Agriculture	1,017	918	905	..	..	..	..	..	..
Commerce	312	246	95	..	..	..	..	..	..
Forestry	77	75	41	..	..	..	..	..	..
Veterinary Science	473	401	392	..	..	..	..	..	..
Totals	25,535	22,274	9,825	70	68		381	335	120
<i>School and Special Education.</i>									
In High Schools	113,144	100,824	12,865	49,813	45,114	2,063	39,430	35,345	758
„ Middle Schools—									
English	15,297	14,074	1,060	66,587	55,797	2,794	26,402	23,297	625
Vernacular	6,660	5,480	762	676,043	551,619	33,278	17,232	14,728	608
„ Primary Schools	137,905	104,916	469	3,318,304	2,516,719	1,030	594,780	452,910	8
Totals	273,006	225,294	15,156	4,111,347	3,169,249	39,165	677,944	526,280	1,999
In Art Schools	1,526	1,250	178	30	29	..	302	206	..
„ Law Schools	123	107	..	..	..	..	..	..	..
„ Medical Schools	4,385	4,052	1,603	..	..	..	..	..	..
„ Normal and Training Schools	21,371	19,534	12,771	720	605	529	195	187	47
„ Engineering Schools*	1,971	1,822	956	..	..	..	..	..	..
„ Technical and Industrial Schools	10,932	8,865	1,480	978	729	97	306	246	80
„ Commercial Schools	1,196	1,080	84	..	..	..	..	..	..
„ Agricultural Schools	345	303	290	16	13	15	29	27	..
„ Reformatory Schools	2,050	1,979	1,897	..	..	..	..	..	..
„ Schools for Defective	26	23	18	..	..	..	..	..	..
„ Schools for Adults	1,100	850	..	39,789	31,780	..	4,476	3,083	..
„ Other Schools	6,763	5,614	1,685	710	537	199	752	538	..
Totals	51,788	45,479	20,062	42,243	33,783	840	6,090	4,287	77
Totals for Recognised Institutions.	350,329	293,047	45,943	4,153,660	3,203,100	40,005	684,285	530,962	2,196
In Recognised Institutions	..	..	..	3,469	2,272		187	148	48
GRAND TOTALS, ALL INSTITUTIONS FOR MALES.	350,329	293,047	45,943	4,157,129	3,205,372	40,005	684,472	531,060	2,244

(a) Scholars reading more than one of the following subjects

(b) Includes 350 Scholars also reading Law, and 52 students

(c) Includes 784 scholars in Oriental Colleges and 844

* Include Survey Schools.

Educational Institutions for Males.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
44,839	38,266	14,024	11,378	9,477	2,702	78,098	62,734	23,138	1,198
3,446	3,279	817	1,691	1,302	380	6,508	5,804	1,389	15
1,061	1,033	475	..	..	..	3,856	3,465	1,307	163
143	126	103	..	..	..	1,509	1,250	1,086	37
731	551	462	..	..	..	2,129	1,848	1,535	..
..	..	..	16	14	16	1,033	962	921	..
982	842	329	433	302	..	1,727	1,390	394	4
27	27	22	..	..	..	104	102	63	..
..	..	..	..	..	..	473	401	392	..
50,728	44,124	17,132	13,518	11,155	3,098	90,232	77,956	30,175	1,417
496,903	432,469	40,794	154,126	122,490	6,289	853,416	736,242	62,769	15,623
239,208	200,981	10,925	67,351	55,139	1,245	414,845	349,286	16,649	7,946
123,372	121,737	3,932	1,477	1,229	240	825,334	694,793	38,820	55,994
3,761,466	3,096,948	12,410	302,025	237,676	1,517	8,114,480	6,409,169	15,434	781,080
4,620,949	3,852,135	68,061	524,979	416,534	9,291	10,208,125	8,188,492	133,672	860,593
370	328	36	56	34	..	2,284	1,847	214	72
..	..	..	..	..	..	123	107	..	..
739	577	64	659	579	221	5,783	5,208	1,888	128
2,889	2,593	1,702	170	150	151	25,345	23,159	15,200	190
95	74	..	28	20	..	2,092	1,916	958	..
10,221	8,171	3,602	424	361	..	22,861	18,372	5,209	187
1,544	1,382	55	3,647	2,752	8	6,387	5,214	147	232
121	118	8	..	..	..	511	461	313	..
539	530	539	..	..	..	2,589	2,509	2,436	20
990	794	433	20	16	..	1,036	833	451	178
37,707	29,606	..	10,551	8,281	..	93,623	78,600	..	460
103,045	112,428	15,580	26,154	20,848	851	137,424	139,965	18,315	1,665
158,260	156,801	22,019	41,707	33,041	1,231	300,058	273,191	45,129	3,332
4,829,937	4,052,860	107,212	580,204	460,730	13,620	10,598,415	8,540,639	208,976	865,342
4,208	3,352	..	538,539	360,557	125	546,403	366,329	173	38,494
4,834,145	4,056,212	107,212	1,118,743	821,287	13,745	11,144,818	8,906,968	209,149	908,839

should be entered under only one head.
of Ravenshaw College in Bihar and Orissa reading Law only.
scholars in Oriental departments of the Lucknow and Benares Hindu Universities.

II-B.—Distribution of Scholars attending

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN UNRECOGNISED INSTITUTIONS.									
<i>University and Intermediate Education (a).</i>									
Arts and Science (b) . . .	510	463	283	..	.		..	..	..
Medicine . . . . .	..	..	..	..	.		..	..	..
Education	51	40	43	.	.		..	..	..
Totals	561	512	306	..	.		.	..	..
<i>School and Special Education.</i>									
In High Schools	15,706	12,803	1,506	446	412	.	336	315	16
" Middle Schools—	4,020	3,121	139	421	303	..	1,771	1,328	..
English	13,457	10,224	155	3,793	2,962	95	12,807	9,910	10
Vernacular	27,551	20,221	45	308,420	223,956	20	190,534	136,744	..
" Primary Schools									
Totals	61,034	46,459	1,845	313,080	227,633	115	205,448	148,297	26
In Medical Schools	148	138	128	..	..	..	.	..	..
" Normal and Training Schools	3,683	3,448	2,110	..	..	..	72	67	..
" Technical and Industrial Schools	335	268	12	..	..	..	..	..	..
" Commercial Schools . . . . .	..	..	..	..	..	..	..	..	..
" Agricultural Schools . . . . .	..	..	..	..	..	..	..	..	..
" Schools for Adults . . . . .	..	..	..	120	108	..	..	..	..
" Other Schools	740	624	.	11	9	..	..	..	..
Totals	4,906	4,473	2,259	131	117	..	72	67	..
Totals for Recognised Institutions.	66,501	51,444	4,410	313,211	227,750	115	205,520	148,364	26
In Unrecognised Institutions.	..	..	..	420	265	..	627	442	..
GRAND TOTALS, ALL INSTITUTIONS FOR FEMALES.	66,501	51,444	4,410	313,631	228,015	115	206,147	148,806	26
GRAND TOTALS, ALL INSTITUTIONS—MALES & FEMALES.	416,880	344,491	50,353	4,470,760	3,433,387	40,120	890,619	679,866	2,270

(a) Scholars reading more than one of the following subjects should be entered under only one head.

(b) Includes nil scholars in Oriental Colleges.

Educational Institutions for Females.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
972	909	508	64	60	19	1,546	1,432	790	..
99	95	95	..	..	..	99	95	95	..
77	84	67	23	22	8	151	155	118	..
1,148	1,088	670	87	82	27	1,796	1,682	1,003	..
58,585	49,846	13,550	1,697	1,290	354	76,770	64,756	15,426	6,514
36,581	30,753	7,005	3,066	2,593	646	45,860	38,098	7,790	5,533
39,482	32,833	2,497	598	473	24	70,137	56,402	2,781	8,606
629,746	504,466	8,286	91,717	72,023	1,166	1,248,268	957,410	9,517	47,749
764,394	617,898	31,338	97,078	76,379	2,190	1,441,034	1,116,666	(a) 35,521	63,302
339	339	265	..	..	..	487	477	393	..
2,909	2,780	2,037	154	139	78	6,818	6,434	4,234	11
3,736	3,163	1,743	277	205	19	4,848	3,631	1,774	108
132	116	6	..	..	..	192	116	6	..
50	18	50	..	..	..	50	18	50	..
853	794	95	61	48	..	1,134	950	95	..
1,872	1,417	434	..	..	..	2,623	2,050	434	(b) 194
9,991	8,627	4,630	492	392	97	15,592	13,676	6,986	308
775,533	627,613	36,638	97,657	76,853	2,314	1,458,422	1,182,024	(a) 43,510	63,610
2,913	2,370	..	81,880	49,590	7	85,946	52,667	7	8,901
778,446	629,983	36,638	179,543	126,443	2,321	1,544,268	1,184,691	(a) 43,517	72,511
5,012,591	4,686,195	143,850	1,298,286	947,730	16,066	12,689,086	10,091,659	(a) 252,666	—

(a) Includes 7 boarders attending the Provincial Hostel, Peshawar (Students of the Anglo-Vernacular Secondary Schools at Peshawar) not shown in details.

(b) Includes 71 scholars of Schools for Defectives.

III-A.—Expenditure on Education for Males.

Expenditure on Buildings includes Rs. 36,80,326 (a) spent by the Public Works Department on educational buildings.
 "Miscellaneous" includes the following main items :—
 Scholarships, Hostel charges and other contingent charges.

—	GOVERNMENT INSTITUTIONS.						DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTER-MEDIATE EDUCATION.												
Universities	..	..	..	..	..	..	..	..	..	..	..	..
Boards of Secondary and Intermediate Education.	36,131	..	..	2,38,109	..	2,74,240	..	..	..	..	..	..
Arts Colleges	36,09,239	..	180	12,80,491	1,95,345	51,45,255	..	..	..	..	11,495	11,495
Professional Colleges—	35,361	..	..	1,57,250	79	1,92,690	..	..	..	..	..	..
Law	..	..	..	..	..	..	..	..	..	..	..	..
Medicine	19,27,570	..	..	4,22,411	32,007	23,81,988	..	..	1,50,385	72,011	7,105	2,29,501
Education	10,25,172	..	..	1,45,821	12,201	11,83,194	..	..	..	..	..	..
Engineering	13,38,068	..	..	1,74,219	79,755	15,92,042	..	..	..	..	..	..
Agriculture	8,13,588	..	..	63,387	..	8,76,975	..	..	..	..	..	..
Commerce	42,938	..	..	42,097	20,499	1,05,534	..	..	..	..	..	..
Forestry	1,30,227	..	..	51,500	..	1,81,727	..	..	..	..	..	..
Veterinary Science	4,78,579	..	..	37,360	3,000	5,18,939	..	..	..	..	..	..
Intermediate Colleges	11,22,927	..	..	4,63,253	14,548	16,00,728	2,650	..	8,894	8,538	7,405	27,487
Totals	1,06,19,800	..	180	30,75,898	3,57,434	1,40,53,312	2,650	..	1,59,279	80,549	26,005	2,68,488

SCHOOL EDUCATION.												
General.												
High Schools	63,32,332	2,562	9,850	32,05,379	34,123	95,84,446	9,59,448	8,71,096	4,37,255	20,45,500	78,475	43,91,774
Middle Schools—English	7,29,694	6,000	..	2,64,144	1,698	10,01,536	6,99,353	6,68,841	3,06,582	10,17,207	39,907	27,31,890
Vernacular	2,01,221	960	..	6,615	163	2,08,959	61,66,248	23,57,608	3,11,757	10,56,977	48,152	99,40,742
Primary Schools	15,29,273	17,424	7,387	8,794	12,196	15,75,074	2,55,07,083	96,33,558	61,56,511	10,56,918	4,95,011	4,29,49,081
Totals	87,92,520	26,946	17,237	34,85,132	48,180	1,23,70,015	3,33,32,132	1,35,31,103	72,12,105	51,76,602	6,61,545	5,99,13,487
Special.												
Art Schools	2,97,933	..	..	33,307	6,703	3,37,943	1,531	7,146	1,023	111	1,309	11,120
Law Schools	..	..	..	7,226	..	7,226	..	..	..	..	..	..
Medical Schools	12,51,668	600	..	2,61,184	37,935	15,51,387	..	..	..	..	..	2,31,215
Normal and Training Schools.	39,41,246	32,386	8,314	9,736	14,416	40,06,098	1,37,393	63,400	30,398	..	24	..
Engineering Schools*	6,15,897	..	..	97,777	14,711	7,28,385	..	..	..	..	..	..
Technical and Industrial Schools.	18,57,209	15,641	272	25,643	97,226	19,95,991	48,880	80,813	31,850	9,250	27,310	1,98,121
Commercial Schools	1,18,428	..	..	68,367	2,590	1,89,385	..	..	..	..	..	..
Agricultural Schools	1,14,803	..	200	804	2,379	1,18,186	2,345	1,666	..	..	740	4,751
Reformatory Schools	4,34,070	..	..	484	8,816	4,43,370	..	..	..	..	..	..
Schools for Defectives	6,285	..	..	..	..	6,285	..	..	..	..	..	..
Schools for Adults	6,206	..	25	..	220	6,451	65,852	25,048	15,059	..	215	1,06,174
Other Schools	6,89,292	1,683	..	1,03,292	3,739	7,97,976	39,695	31,743	20,690	61,811	51,933	2,05,872
Totals	93,33,007	50,310	8,811	6,07,820	1,88,735	1,01,88,683	2,95,705	2,09,816	99,020	71,181	81,531	7,57,253
GRAND TOTALS	2,87,45,327	77,256	26,228	71,68,850	5,94,349	3,66,12,010	3,36,30,487	1,57,40,919	74,70,404	53,28,332	7,69,081	6,09,39,223

* Include Surrey Schools.

(a) Of this Rs. 2,970 was spent by Aden Port Trust and Rs. 4,542 by Municipal Executive Engineer, Bangalore.

III-A.—Expenditure on Education for Males—contd.

	AIDED INSTITUTIONS.					RECOGNISED UNAIDED INSTITUTIONS.			
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.
	13	14	15	16	17	18	19	20	21
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION.									
Universities	64,43,284	..	..	49,77,981	21,41,980	1,35,03,245	..	..	..
Boards of Secondary and Intermediate Education.	25,775	..	..	29,454	..	55,229	..	..	..
Arts Colleges	16,49,919	20,249	14,039	32,63,986	13,01,063	62,49,247	9,08,169	1,90,336	11,04,505
Professional Colleges—									
Law	30,000	..	..	2,14,099	..	2,44,099	1,67,393	8,297	1,75,690
Medicine	24,500	..	..	1,19,990	..	1,44,490	..	..	..
Education	6,362	373	..	..	1,767	8,502	..	..	..
Engineering	37,880	2,750	6,900	27,708	10,211	94,449	..	..	..
Agriculture . . . . .	..	..	..	..	..	..	5,613	16,513	24,461
Commerce	76,080	..	..	31,815	23,239	1,31,134	22,937	..	22,937
Forestry . . . . .	..	..	..	..	..	..	..	..	..
Veterinary Science . . . . .	..	..	..	..	..	..	..	..	..
Intermediate Colleges	6,17,527	267	7,350	7,30,668	4,22,137	17,77,949	1,76,625	93,006	2,69,631
Totals	89,11,327	23,630	28,289	93,95,701	39,09,397	2,22,68,344	12,81,042	3,16,182	16,97,224

SCHOOL EDUCATION.

General.

High Schools	70,87,970	2,19,459	2,74,625	1,35,11,709	48,97,342	2,59,71,105	40,85,713	12,06,643	52,92,356
Middle Schools—									
English	17,06,834	4,83,530	80,098	33,43,617	18,33,709	74,47,788	7,63,630	5,23,472	12,87,102
Vernacular	1,06,658	15,80,962	5,52,955	60,194	86,960	23,87,729	5,289	18,197	23,486
Primary Schools	77,15,634	51,65,715	10,47,515	37,17,046	53,19,513	2,29,65,423	3,30,189	4,88,100	8,18,288
Totals	1,65,97,096	74,49,666	19,55,193	2,06,32,566	1,21,37,524	5,87,72,045	51,84,821	22,36,412	74,21,293
<i>Special.</i>									
Art Schools	21,252	480	5,600	5,480	18,659	51,471	222	7,184	7,406
Law Schools	..	..	..	..	..	..	..	..	..
Medical Schools	6,000	1,500	25,970	94,492	67,766	1,95,728	85,667	25,113	1,10,780
Normal and Training Schools	4,25,324	1,982	144	6,751	1,56,756	5,90,957	2,668	30,271	32,989
Engineering Schools*	2,120	375	..	2,204	3,165	7,864	1,300	..	1,300
Technical and Industrial Schools	6,08,393	28,622	31,426	1,30,278	14,38,510	22,37,229	5,190	17,208	22,398
Commercial Schools	16,594	..	250	36,367	19,557	72,768	1,57,442	30,992	1,88,434
Agricultural Schools	1,418	870	..	..	9,234	11,522	..	..	..
Reformatory Schools	85,804	..	1,875	1,460	27,339	1,16,478	..	..	..
Schools for Defectives	61,708	660	11,604	12,904	1,33,595	2,20,471	..	11,652	11,652
Schools for Adults	75,723	17,984	9,266	21,960	61,991	1,86,824	3,169	9,718	12,887
Other Schools	5,60,237	1,20,484	38,737	4,91,520	7,92,829	20,03,507	1,44,182	2,93,379	4,37,561
Totals	18,64,573	1,72,857	1,24,872	8,03,416	27,29,401	56,95,119	3,99,840	4,25,517	8,25,357
GRAND TOTALS	2,73,72,996	76,46,153	21,08,354	3,08,31,683	1,87,76,322	8,67,35,508	68,65,703	29,78,111	98,45,814

* Include Survey Schools.

III-A.—Expenditure on Education for Males—concd.

	TOTAL EXPENDITURE FROM					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	(GRAND TOTALS.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	17,65,535	202	13,000	..	29	17,78,766
Inspection	83,52,277	5,12,427	2,46,781	1,393	3,471	91,16,349
Buildings, etc.	1,25,28,394	29,06,000	11,30,982	3,77,425	50,50,419	2,19,93,880
Miscellaneous	72,26,301	13,28,343	4,34,053	49,64,536	49,68,458	1,89,21,691
Totals	2,08,72,507	47,47,632	18,24,816	53,43,354	1,00,22,377	5,18,10,686
UNIVERSITY AND INTERMEDIATE EDUCATION						
Universities	64,43,284	.	.	49,77,981	21,41,980	1,35,63,245
Boards of Secondary and Intermediate Education	61,906	.	.	2,07,503	.	3,29,469
Arts Colleges	53,37,961	20,240	14,219	54,52,646	16,85,436	1,25,10,502
Professional Colleges—						
Law	65,361	.	.	5,38,742	8,376	6,12,479
Medicine	19,52,070	.	1,50,385	6,14,412	39,112	27,55,979
Education	10,31,534	373	.	1,45,821	13,968	11,91,696
Engineering	13,75,948	2,750	6,900	2,01,927	98,966	16,86,491
Agriculture	8,13,588	.	.	69,305	18,543	9,01,436
Commerce	1,19,018	.	.	96,849	43,738	2,59,605
Forestry	1,30,227	.	.	51,500	.	1,81,727
Veterinary Science	4,78,579	.	.	37,360	13,000	5,18,939
Intermediate Colleges	17,46,357	267	19,544	13,79,084	5,30,543	36,75,795
Totals	1,95,55,833	23,630	1,01,048	1,38,33,190	45,83,662	3,61,87,363
SCHOOL EDUCATION.						
General.						
High Schools	1,43,63,350	10,03,438	7,21,730	2,24,48,501	62,12,656	4,52,39,681
Middle Schools—						
English	31,35,881	11,58,371	3,86,630	53,88,598	23,98,786	1,24,68,316
Vernacular	64,74,127	39,39,539	8,64,712	11,20,075	1,53,472	1,25,60,916
Primary Schools	3,47,51,990	1,48,16,697	72,11,413	51,12,947	63,14,820	6,82,07,867
Totals	5,87,25,354	2,10,08,036	91,84,535	3,44,79,121	1,50,79,734	13,84,76,780
Special.						
Art Schools	3,20,716	7,626	6,623	89,120	33,855	4,07,940
Law Schools . . . . .	.	.	.	7,226	.	7,226
Medical Schools	12,57,668	2,100	25,970	4,41,343	1,30,814	18,57,895
Normal and Training Schools	45,03,963	97,768	38,856	19,155	2,01,487	48,61,209
Engineering Schools*	6,18,017	375	.	1,01,281	17,876	7,37,549
Technical and Industrial Schools	25,14,491	1,25,076	63,548	1,70,370	15,80,254	44,53,739
Commercial Schools	1,35,022	.	250	2,62,176	53,139	4,50,687
Agricultural Schools	1,18,506	2,536	200	804	12,353	1,34,459
Reformatory Schools	5,19,874	..	1,875	1,944	36,155	5,59,848
Schools for Defectives	67,993	600	11,604	12,904	1,45,247	2,38,408
Schools for Adults	1,47,781	42,932	24,350	25,120	72,144	3,12,336
Other Schools	12,89,194	1,53,910	59,427	8,00,805	11,41,880	34,45,216
Totals	1,14,93,285	4,32,983	2,32,703	18,82,257	44,25,184	1,74,66,412
GRAND TOTALS	11,96,46,979	2,62,12,281	1,14,83,102	5,55,37,922	3,31,10,957	24,59,41,241

* Include Survey Schools.

III-B.—Expenditure on Education for Females.

Expenditure on Buildings includes Rs. 3,67,439(a) spent by the Public Works Department on educational buildings.
 ** Miscellaneous ** includes the following main items.—
 Scholarships, Hostel charges and other contingent charges.

DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.									
GOVERNMENT INSTITUTIONS.									
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.
1	2	3	4	5	6	7	8	9	10
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,10,746	..	..	33,521	1,922	2,46,189	..	..	..	..
43,835	..	..	322	1,189	45,346	..	..	..	..
29,386	..	..	4,498	..	33,884	..	..	..	..
2,83,967	..	..	38,341	3,111	3,25,419	..	..	..	..
Totals									
10,15,940	..	1,474	2,11,579	957	12,29,950	11,085	9,554	24,218	4,350
2,18,153	..	1,000	16,990	2,128	2,38,271	17,156	8,645	55,005	10,405
2,61,972	..	..	5,446	63	2,67,481	65,565	48,526	2,00,480	3,858
4,88,729	2,351	..	1,694	145	4,42,919	37,05,961	11,44,850	27,25,665	7,532
19,34,794	2,351	2,474	2,35,709	3,293	21,78,621	37,99,767	12,11,545	30,11,265	25,735
Totals									
1,12,484	..	..	592	..	1,13,076	..	..	..	..
9,91,236	2,671	2,249	2,861	3,368	10,02,325	2,411	..	16,130	..
23,046	..	..	..	..	23,046	..	..	..	..
..
..
..
23,200	..	..	51	..	23,251	..	..	..	..
Totals									
11,49,966	2,671	2,249	3,444	3,368	11,61,698	2,902	378	16,130	..
33,68,727	5,022	4,753	2,77,494	9,772	36,65,738	38,02,369	12,11,023	30,27,398	25,735
2,87,45,327	77,256	26,228	71,68,850	5,94,849	3,66,12,010	3,36,30,487	1,37,40,919	74,70,404	53,28,332
3,21,14,064	85,278	30,951	74,46,344	6,04,121	4,02,77,748	3,74,32,556	1,49,52,842	1,04,97,802	53,54,067
GRAND TOTALS FOR FEMALES.									
GRAND TOTALS FOR MALES.									
GRAND TOTALS FOR ALL									

(e) Of this Rs. 10,575 was spent by Municipal Executive Engineer, Bangalore.

III-B.—Expenditure on Education for Females—contd.

	AIDED INSTITUTIONS.						RECOGNISED UNAIDED INSTITUTIONS.			
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.	
—	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
UNIVERSITY AND INTERMEDIATE EDUCATION.										
Arts Colleges	64,785	..	..	42,360	83,654	1,90,799	12,530	2,000	14,530
Professional Colleges—	1,36,912	..	..	26,869	..	2,13,781	..	..	..
Medicine	34,581	..	..	5,297	..	60,953	..	..	..
Education	1,05,336	..	2,208	45,805	62,033	2,15,472	664	4,486	5,150	
Intermediate Colleges	..	..	..	..	..	..	..	..	..
Totals	3,91,614	..	2,298	1,20,331	1,66,767	6,81,910	13,194	6,486	19,680	
SCHOOL EDUCATION.										
General.										
High Schools	20,07,017	3,450	73,658	21,29,303	14,67,922	56,81,350	35,637	62,138	97,775	
Middle Schools—	9,09,942	13,476	45,960	5,36,915	8,46,911	23,53,204	22,870	81,554	1,04,424	
English	5,51,124	15,037	1,10,348	29,712	3,49,283	7,95,504	..	..	..
Vernacular	19,81,381	7,13,572	3,77,163	3,81,499	19,35,900	49,02,575	16,865	1,35,561	1,52,426	
Primary Schools	..	..	..	..	..	..	..	..	..
Totals	47,49,464	7,86,535	6,07,129	30,80,429	46,00,976	1,38,22,633	75,372	2,90,784	3,66,156	
Special.										
Medical Schools	92,068	11,569	8,853	43,952	1,19,727	2,75,174	..	..	..
Normal and Training	4,98,155	180	8,273	29,167	2,86,068	6,21,853	1,487	23,840	25,327	
Technical and Industrial	1,12,188	..	10,958	10,324	3,18,918	4,58,388	920	2,453	3,373	
Schools.	9,280	..	..	16,119	1,001	26,460	..	..	..
Commercial Schools	..	..	..	3,867	..	360	..	..	..
Other Schools	11,377	..	..	3,867	..	360	..	..	..
Schools for Adults	31,923	1,200	3,776	13,387	57,617	1,07,503	1,252	2,938	4,190	
Totals	7,55,351	12,949	31,855	1,21,816	8,06,695	17,28,666	3,659	29,231	32,890	
GRAND TOTALS FOR FEMALES	58,96,429	7,08,484	6,41,282	33,22,576	55,73,538	1,62,32,309	92,225	3,20,501	4,18,726	
GRAND TOTALS FOR MALES	2,73,72,996	70,46,153	21,08,354	3,08,31,683	1,87,76,322	8,67,35,508	68,65,703	29,78,111	98,43,814	
GRAND TOTALS FOR ALL	3,32,69,425	84,44,637	27,49,636	3,41,54,259	2,43,49,860	10,29,67,817	69,57,928	33,04,612	1,02,62,540	

III-B.—Expenditure on Education for Females—*concd.*

	TOTAL EXPENDITURE FROM					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection	9,44,713	6,023	46,158	..	5	9,96,899
Buildings, etc.	10,86,310	1,17,039	1,54,800	1,23,907	9,20,114	24,02,170
Miscellaneous	13,49,499	66,672	1,04,225	20,79,130	17,74,619	53,74,145
Totals .	33,80,522	1,89,734	3,05,183	22,03,037	26,94,738	87,78,214
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Arts Colleges	2,75,531	..	..	88,411	87,576	4,51,518
Professional Colleges—						
Medicine	1,86,912	..	..	26,869	..	2,13,781
Education	78,416	..	..	6,283	26,755	1,11,454
Intermediate Colleges	1,34,722	..	2,298	50,303	62,033	2,49,356
Totals .	6,75,581	..	2,298	1,71,866	1,76,364	10,26,109
SCHOOL EDUCATION.						
General.						
High Schools	30,34,192	13,004	99,350	23,80,869	15,31,680	70,59,095
Middle Schools—						
English	11,47,191	22,121	1,06,865	5,87,270	9,29,258	27,92,705
Vernacular	5,78,661	1,03,563	3,10,828	38,516	3,61,045	13,92,613
Primary Schools	57,26,071	18,60,743	31,08,828	4,10,590	21,32,818	1,32,34,050
Totals .	1,04,86,115	19,99,431	36,20,871	34,17,245	49,54,801	2,44,78,468
Special.						
Medical Schools	2,04,552	11,569	8,858	43,544	1,19,727	3,88,250
Normal and Training Schools	14,91,802	2,851	26,652	33,455	3,13,266	18,66,026
Technical and Industrial Schools	1,35,234	..	10,958	17,244	3,21,871	4,84,807
Commercial Schools	9,280	..	..	16,119	1,061	26,460
Agricultural Schools	360	..	..	..	..	360
Schools for Adults	11,377	114	390	5,119	26,252	43,252
Other Schools	55,314	1,464	3,376	13,438	57,672	1,31,264
Totals .	19,07,919	15,998	50,234	1,28,919	8,99,349	29,42,419
GRAND TOTALS FOR FEMALES	1,84,50,137	22,05,163	39,78,586	59,21,067	86,65,252	3,72,20,205
GRAND TOTALS FOR MALES	11,96,46,979	2,62,12,281	1,14,33,102	5,55,37,922	3,31,10,957	24,59,41,241
GRAND TOTALS FOR ALL	13,60,97,116	2,84,17,444	1,54,11,688	6,14,58,989	4,17,76,209	28,31,61,446

IV-A.—Race or Creed of Male Scholars receiving General Education.

		Euro- peans and Anglo- Indians.	Indian Christ- ians.	Hindus.	Muham- madans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of pupils from Rural Areas.
		1	2	3	4	5	6	7	8	9	10
Total population		165,091	1,846,031	90,532,316	35,264,723	6,264,942	50,994	1,802,857	4,082,185	140,009,139 [†]	—
<i>School Education.</i>											
Classes											
Primary	I	6,748	97,592	2,407,611	1,150,704	136,211	1,209	47,276	58,969	3,906,320	3,183,774
	II	2,555	40,358	1,128,489	463,771	41,143	834	33,991	24,779	1,735,920	1,405,890
	III	2,442	31,133	842,184	306,230	29,403	833	17,985	10,767	1,249,977	998,667
	IV	2,442	25,385	612,110	185,409	23,447	829	15,164	12,847	877,633	652,036
	V	2,103	14,951	387,830	115,538	10,068	813	10,656	7,699	550,558	387,835
*Middle	VI	2,137	10,207	231,639	65,727	8,722	903	7,940	4,523	331,798	205,290
	VII	2,021	8,426	187,592	49,283	11,047	847	6,068	3,243	289,427	158,787
	VIII	1,441	6,314	148,169	36,677	2,111	789	5,680	2,324	203,605	106,990
*High	IX	956	3,713	82,121	18,369	1,922	802	3,561	1,214	112,658	44,256
	X	934	2,871	68,786	14,822	1,065	748	2,848	950	98,944	34,782
	XI	446	2,297	55,988	8,832	1,09	628	72	595	68,967	25,595
	XII	11	235	9,096	1,188	.	656	9	342	11,537	2,837
Totals		24,236	243,482	6,161,615	2,416,550	267,968	9,891	151,250	137,252	9,412,244 (d)	7,254,412 [†]
<i>University and Inter- mediate Education.</i>											
Intermediate 1st year		220	622	15,220	2,821	214	219	593	240	20,140	7,511
classes. 2nd year		191	659	17,056	3,322	282	210	735	232	22,687	8,922
Degree classes 1st year		70	354	7,606	1,377	88	72	224	124	9,915	3,982
2nd year		54	344	9,291	1,873	146	90	245	113	12,156	5,176
3rd year		5	15	875	(a) 71	..	1	6	3	(a) 476	213
Post-graduate 1st year		6	61	1,456	277	3	24	24	13	1,862	738
classes. 2nd year		4	31	1,211	264	..	14	41	8	1,573	698
Research student.		..	2	137	13	..	6	3	1	162	25
Totals		548	2,083	52,852	10,018	733	636	1,871	734	(c) & (e) 60,929	(b) 27,791
No. of scholars in recog- nised institutions		24,784	245,570	6,213,967	2,426,568	268,701	10,527	153,121	137,986	9,482,173	7,282,203
No. of scholars in un- recognised institu- tions.		6	4,634	139,105	180,024	182,166	93	4,751	6,031	516,810	388,219
GRAND TOTALS		24,790	250,204	6,353,072	2,606,592	450,867	10,620	157,872	144,017	9,998,983	7,670,422

* The lines indicating the stages where the High and Middle Departments begin cannot be drawn as there is no uniformity in the different provinces as to the stages where the High and Middle Departments begin.

† Excludes 9,925 and 58,886 persons not enumerated by religion in Burma and in the Administered Areas in Hyderabad respectively.

‡ Includes 52,672 pupils in N.-W. F. Province not shown in details.

§ See explanation No. 9 on page 56

(a) Includes 2 students in the 4th year class in N.-W. F. Province.

(b) Includes 452 and 79 pupils in the United Provinces and N.-W. F. Province respectively not shown in details.

(c) Includes 835 Hindus and 114 Muhammadans in United Provinces not shown in details.

(d) Excludes classification of 289 pupils in Assam (of whom 207 are reading purely classics, 79 reading in the Naga Hills Primary Schools and 3 students of St. Edmund's College reading in the 2nd year Intermediate class), and 69 sepoys of Malwa Bhl Corps Regimental School in the Administered Areas of Central India Agency.

(e) Excludes 149 scholars of one Oriental College in the Punjab and 52 scholars of the Ravenshaw College in Bihar and Orissa reading Law only, also excludes 1,768 scholars reading in school stages in colleges in the Punjab, and includes 3 students of St. Edmund's College in Assam.

IV-B.—Race or Creed of Female Scholars receiving General Education.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.†	Muhammadians.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of pupils from Rural Areas.
	1	2	3	4	5	6	7	8	9	10
Total population	106,588	1,784,970	86,000,993	31,835,963	6,424,871	40,872	1,418,192	4,034,728	131,653,177	—
<i>School Education.</i>										
<i>Classes.</i>										
Primary } I	6,904	70,492	771,058	369,373	114,612	1,325	14,317	12,178	1,360,259	906,985
II	2,618	23,142	228,034	91,061	34,064	887	4,173	4,559	388,558	243,222
III	2,593	16,900	145,533	42,894	15,973	915	2,995	3,310	231,113	134,389
IV	2,595	13,075	77,463	13,779	8,580	950	2,049	1,973	120,464	56,447
V	2,101	9,245	38,909	6,092	2,799	743	1,401	1,157	62,447	23,420
‡Middle } VI	1,959	6,334	15,749	1,793	2,059	799	389	586	29,668	7,621
VII	1,756	5,435	10,542	1,079	2,218	603	266	317	22,216	5,298
VIII	1,266	3,095	5,012	542	315	441	199	122	10,992	1,629
‡High } IX	695	1,396	2,291	253	245	422	89	83	5,474	412
X	569	896	1,626	127	231	327	38	46	3,860	284
XI	368	639	1,242	31	1	248	1	50	2,580	166
XII	4	103	503	11	..	250	2	11	884	33
Totals .	23,428	150,752	1,297,962	527,055	181,097	7,910	25,919	24,392	(a) 2,238,515	(c) 1,382,272
<i>University and Intermediate Education.</i>										
Intermediate 1st year classes.	65	233	426	38	13	59	17	26	877	120
2nd year	56	178	375	23	23	48	5	21	729	105
Degree classes										
1st year	32	122	176	13	6	16	4	10	379	77
2nd year	27	107	148	9	10	28	2	9	340	65
3rd year	..	3	4	..	..	..	..	..	7	5
Post-graduate classes.										
1st year	1	21	32	1	..	8	..	..	63	23
2nd year	..	7	23	..	..	1	..	..	31	7
Research students	..	..	4	..	..	3	..	..	7	..
Totals .	181	671	1,186	84	52	163	28	66	(b) 2,433	402
No. of scholars in recognised institutions.	23,609	151,423	1,299,150	527,139	181,149	8,073	25,947	24,458	2,240,948	1,382,674
No. of scholars in unrecognised institutions	1	2,275	26,365	77,394	3,785	54	4,663	882	115,439	84,702
GRAND TOTALS .	23,610	153,698	1,325,515	604,533	184,934	8,127	30,610	25,340	2,356,387	1,467,376

(a) Excludes classification of 74 pupils in Assam (of whom 37 are reading purely classics and 37 reading in Naga Hills primary schools) and 47 pupils in the Administered Areas of Central India Agency (of whom 14 are reading in attached Normal class of a High School and 33 in sewing and music classes of a middle school).

(b) Excludes 311 scholars reading in school stages in colleges in Bangalore.

(c) Includes 2,344 pupils in N.W.F. Province not shown in details.

* Excludes 9,724 and 47,731 persons not enumerated by religion in Burma and in the Administered Areas in Hyderabad respectively.

† See explanation No. 9 on page 56.

‡ The lines indicating the stages where the High and Middle Departments begin cannot be drawn as there is no uniformity in the different provinces as to the stages where the High and Middle Departments begin.

V-A.—Race of Creed of Male Scholars receiving Vocational and Special Education.

	Euro- peans and Anglo- Indians.	Indian Chris- tians.	Hindus*.	Muham- madans.	Buddhi- st.	Parsis.	Sikhs.	Others.	Total.	No. of pupils from Rural Areas.
	1	2	3	4	5	6	7	8	9	10
<i>School Education.</i>										
Art Schools . . .	6	92	1,721	282	52	25	24	10	2,212	340
Law Schools . . .	..	1	111	11	..	..	..	..	123	95
Medical Schools . .	24	197	4,521	705	52	2	127	27	5,655	2,898
Normal and Training Schools.	4	2,715	15,670	5,048	1,130	3	426	170	25,166	16,030
Engineering and Sur- veying Schools.	30	51	1,633	147	145	17	53	16	2,092	1,198
Technical and Indus- trial Schools.	473	2,979	11,605	6,503	65	147	542	373	22,777	7,109
Commercial Schools .	101	401	4,394	466	336	299	81	77	6,155	775
Agricultural Schools .	..	111	334	62	1	..	..	3	511	444
Reformatory Schools .	7	106	1,554	811	72	3	2	14	2,569	691
Schools for Defectives.	28	225	555	78	6	12	2	28	929	162
Schools for Adults .	1	665	39,063	47,506	427	8	4,928	566	93,163	73,039
Other Schools . . .	9	496	40,325	80,347	13,548	87	389	511	135,682	108,902
Totals .	683	8,009	121,576	141,965	15,834	603	6,574	1,790	297,034	211,133
<i>University and Inter- mediate Education.</i>										
Law . . .	7	90	4,923	1,216	50	45	84	130	(a) 6,545	2,531
Medicine . . .	84	214	2,804	412	22	45	72	40	3,698	1,086
Education . . .	87	48	815	302	3	2	61	4	1,272	369
Engineering . . .	38	30	1,586	164	12	24	78	44	(b) 1,976	920
Agriculture . . .	..	19	673	193	34	13	88	13	1,033	451
Commerce . . .	1	29	1,489	91	4	65	11	33	1,723	737
Forestry . . .	7	5	57	24	9	..	1	1	104	22
Veterinary Science .	..	26	304	107	2	..	32	2	473	217
Totals .	174	461	12,651	2,509	136	194	427	267	16,819	6,333
GRAND TOTALS .	857	8,470	134,227	144,474	15,970	797	7,001	2,057	313,853	217,516

(a) Includes 52 students of the Ravenshaw College in Bihar and Orissa (shown against Arts and Science in Table II-A) reading Law only.

(b) Excludes 153 students not reading the University Course in Bihar and Orissa.

* See explanation No. 9 on page 55.

V-B.—Race or Creed of Female Scholars receiving Vocational and Special Education.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus*.	Muham-madans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of pupils from Rural Areas.
	1	2	3	4	5	6	7	8	9	10
<i>School Education.</i>										
Medical Schools .	25	342	178	80	5	1	26	8	615	22
Normal and Training Schools.	284	3,041	2,194	607	575	42	146	48	6,987	2,406
Technical and Industrial Schools.	88	2,466	1,541	189	35	6	22	135	4,432	1,605
Commercial Schools .	274	21	15	..	22	18	..	14	364	..
Agricultural Schools .	..	49	..	..	..	..	..	1	50	50
Schools for Adults .	1	14	1,126	253	18	60	117	5	1,594	529
Other Schools . .	49	512	2,140	775	639	88	88	273	4,564	2,108
Totals .	721	6,445	7,164	1,864	1,294	215	399	484	18,616	6,730
<i>University and Intermediate Education.</i>										
Medicine . . .	35	57	119	11	2	19	12	7	262	30
Education . .	70	57	41	5	3	3	..	9	188	5
Law . . .	1	2	1	..	1	7	..	..	15	..
Agriculture . .	..	..	..	..	..	..	..	..	..	..
Commerce . .	..	1	..	..	..	2	..	1	4	..
Totals .	106	117	164	16	6	31	12	17	469	35
GRAND TOTALS .	827	6,562	7,358	1,880	1,300	246	411	501	19,085	6,755

* See explanation No. 9 on page 56.

VI-A.—Men Teachers.

	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total Trained Teachers.	Total untrained Teachers.	Grand totals of Teachers.
	A Degree	Passed Metric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
	1	2	3	4	5	6	7	8	9	10	11	12
CLASS OF INSTITUTIONS.												
Primary Schools.												
Government . . .	5	205	1,674	1,823	26	5	5	264	828	3,738	1,102	4,835
Local Board and Municipal.	25	2,478	53,608	30,698	378	102	200	5,361	37,690	96,187	43,358	139,540
Aided	34	2,169	29,557	18,966	901	52	134	28,071	79,044	61,627	107,301	158,928
Unaided	5	61	1,065	489	21	2	17	3,025	9,066	1,641	13,010	14,651
Totals .	69	4,913	85,904	60,976	1,326	161	356	36,721	127,528	153,188	164,766	317,954
Middle Schools.												
Government . . .	64	426	358	8	9	9	16	62	91	865	178	1,043
Local Board and Municipal.	326	1,771	20,112	848	290	26	180	744	4,743	23,347	5,693	29,040
Aided	251	1,299	4,181	1,201	317	225	451	4,061	5,138	7,249	9,875	17,124
Unaided	48	162	909	33	15	41	141	933	1,950	1,167	3,065	4,232
Totals .	689	3,658	25,560	2,090	631	301	788	5,800	11,922	32,628	18,811	51,439
High Schools.												
Government . . .	2,382	1,303	823	93	150	134	345	292	678	4,751	1,449	6,200
Local Board and Municipal.	1,204	1,459	375	66	459	144	196	156	633	3,563	1,129	4,692
Aided	3,607	3,542	2,380	328	667	1,937	3,172	3,110	5,878	10,524	14,097	24,621
Unaided	219	209	507	10	11	1,525	1,221	2,128	2,209	956	7,083	8,039
Totals .	7,412	6,513	4,085	497	1,287	3,740	4,934	5,686	9,398	19,794	23,758	43,552
GRAND TOTALS .	8,170	15,084	115,549	63,563	3,244	4,202	6,078	48,207	148,848	205,610	207,385	412,945

VI-B.—Women Teachers.

	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total trained Teach- ers.	Total un- trained Teach- ers.	Grand totals of Teach- ers.
	A Degree	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifi- cations.	Possessing a degree.		Possessing no degree.				
						Certifi- cated.	Un- certifi- cated.	Certi- ficated	Un- Certi- ficated.			
	1	2	3	4	5	6	7	8	9	10	11	12
CLASS OF INSTITU- TIONS.												
Primary Schools.												
Government . . .	1	95	361	316	4	..	2	34	388	777	419	1,196
Local Board and Municipal.	4	185	2,803	4,532	53	4	52	408	4,781	7,667	5,245	12,912
Aided . . .	26	528	3,874	2,700	363	18	20	2,230	7,800	7,401	10,124	17,615
Unaided . . .	..	8	76	79	1	1	1	239	819	164	1,060	1,224
Totals .	31	816	7,204	7,627	421	23	81	2,961	13,783	16,099	16,848	32,947
Middle Schools.												
Government . . .	25	93	291	77	5	2	17	8	260	491	287	778
Local Board and Municipal.	8	43	301	140	12	1	9	12	300	504	322	826
Aided . . .	84	704	1,448	605	192	40	59	283	1,207	3,123	1,589	4,712
Unaided . . .	1	20	47	10	4	2	4	38	92	82	131	213
Totals .	118	860	2,087	922	213	45	89	336	1,859	4,200	2,329	6,529
High Schools.												
Government . . .	107	244	207	7	29	11	48	23	93	594	175	769
Local Board and Municipal.	5	15	14	21	5	..	6	2	5	60	13	73
Aided . . .	392	1,472	582	128	88	111	205	260	831	2,612	1,407	4,019
Unaided . . .	8	9	14	2	6	9	6	9	53	39	77	116
Totals .	512	1,740	767	158	128	131	265	294	982	3,805	1,672	4,977
GRAND TOTALS .	661	3,416	10,058	8,707	762	199	435	3,591	16,624	23,604	20,849	44,453

VII.—European Education.

Total European and Anglo-Indian population—					Percentage to European and Anglo-Indian Population of those at school—							
Male . 165,091 Female . 106,588					Males.		Females.		Total.			
TOTAL . 271,679					18-59		20-53		21-71			
	Insti- tutions	Scholars on roll on March 31st.	Number of females in Insti- tutions for males and vice versa	Number of Non- Euro- peans on roll.	TEACHERS.		EXPENDITURE FROM					
					Trained.	Un- trained	Govt. funds	Local funds.*	Fees.	Other sources.	Total expendi- ture.	
	1	2	3	4	5	6	7	8	9	10	11	
<i>Institutions for Males.</i>							Rs.	Rs.	Rs.	Rs.	Rs.	
Arts Colleges . . .	8	249	1	30	57	21	1,64,762	..	1,68,475	74,006	4,07,243	
Training Colleges . .	1	31	..	..	7	1	23,395	..	..	..	23,395
High Schools . . .	74	18,805	864	4,497	663	380	11,77,454	11,976	13,59,641	7,44,455	32,93,526	
Middle Schools . . .	84	4,184	1,300	841	164	84	1,66,869	300	1,20,291	1,96,810	4,83,770	
Primary Schools . . .	46	2,879	946	391	120	57	82,075	890	74,659	1,18,549	2,76,203	
Training Schools . . .	..	..	..	..	..	..	2,736	..	..	..	2,736
Technical and Industrial Schools	2	249	..	52	13	1	13,680	..	1,258	13,582	28,520	
Commercial Schools . .	..	..	..	..	..	..	..	..	..	..	..
Other Schools	1	24	10	..	1	4	10,153	..	1,078	..	11,226	
Totals .	166	26,421	3,121	5,811	1,025	548	16,41,124	13,166	17,25,427	11,46,902	45,26,619	
<i>Institutions for Females</i>												
Arts Colleges . . .	1	321	..	91	16	9	9,711	..	13,571	5,765	29,047	
Training Colleges . . .	2	46	..	..	10	2	43,278	..	3,551	5,886	52,715
High Schools . . .	105	19,792	3,592	4,366	985	430	11,45,075	22,815	11,82,340	5,50,899	29,01,638	
Middle Schools . . .	61	7,342	2,052	1,662	331	138	3,24,145	4,410	2,52,031	2,75,251	8,55,837	
Primary Schools . . .	69	4,608	1,751	1,022	158	129	1,33,704	6,713	1,22,366	1,52,181	4,14,964	
Training Schools . . .	10	240	..	23	36	1	77,154	..	15,180	27,369	1,19,703	
Technical and Industrial Schools	1	81	..	16	5	..	700	..	..	1,798	2,498
Commercial Schools . .	5	109	..	11	10	2	7,960	..	10,752	949	19,661	
Other Schools	1	17	..	..	1	1	14,400	..	155	5,852	20,407
Totals .	255	32,556	7,395	7,193	1,552	712	17,56,127	33,938	16,00,455	10,25,950	44,16,470	
GRAND TOTALS FOR INSTITUTIONS.	421	58,977	..	13,004	2,577	1,260	33,97,251	47,104	33,25,882	21,72,852	89,43,089	
Expenditure on Buildings includes Rs. 68,808 spent by the Public Works Department.							Inspection . . .	1,84,206	1,84,206
							Buildings, etc. . .	5,58,151	..	1,88,944	8,92,016	16,99,111
							Miscellaneous . . .	10,94,514	2,700	29,23,704	16,99,775	57,20,693
Miscellaneous " includes the following main items :—							TOTALS	17,86,871	2,700	31,12,648	25,91,791	74,94,010
Scholarships, Hostel charges and other con- tingent charges.							GRAND TOTALS	51,84,122	49,804	64,38,530	47,64,648	1,64,87,099

* Include both District Board and Municipal Funds.

VIII.—Examination Results.

Examinations.	MALES.						FEMALES.					
	NUMBER OF EXAMINEES.			NUMBER PASSED.			NUMBER OF EXAMINEES.			NUMBER PASSED.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
DEGREE EXAMINATIONS												
<i>Arts and Science</i>												
D. Litt.	2	..	2	2	..	2	..	..	..	..	..	..
Ph. D. . . . .	..	4	4	..	4	4	..	..	..	..	..	..
D. Sc.	2	1	3	2	1	3	..	..	..	..	..	..
M. A.	1,161	465	1,626	885	214	1,099	31	19	50	24	15	39
M. Sc.	507	36	543	350	12	362	5	..	5	5	..	5
B. A. (Honours) . . .	1,506	242	1,748	997	184	1,181	73	10	83	68	8	70
B. Sc. (Honours) . . .	280	29	309	153	13	166	3	..	3	2*	..	2
B. A. (Pass)	10,030	3,548	13,578	5,061	1,362	6,413	197	170	367	146	89	237
B. Sc. (Pass)	1,901	242	2,143	1,207	146	1,353	18	2	20	13	1	14
<i>Law</i>												
Master of Law . . . .	..	37	37	..	7	7	..	..	..	..	..	..
Bachelor of Law . . .	4,069	326	4,425	2,309	185	2,494	3	1	4	1	1	2
<i>Medicine</i>												
M. D.	22	10	32	4	6	10	1	..	1	..	..	..
M. B. B. S.	1,172	11	1,183	444	6	450	62	..	62	35	..	35
L. M. S.	129	..	129	70	..	70	7	..	7	4	..	4
M. C. P. & S. (Bombay) .	2	..	2	..	..	..	..	..	..	..	..	..
M. S. F. M. (Calcutta) .	22	..	22	15	..	15	..	..	..	..	..	..
M. S.	12	3	15	5	1	6	..	..	..	..	..	..
M. Obstetrics . . . .	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg	10	..	10	2	..	2	..	..	..	..	..	..
D. P. H.	17	26	43	13	20	33	..	..	..	..	..	..
D. O.	6	..	6	3	..	3	..	..	..	..	..	..
B. Sc. (Sanitary) . . .	6	..	6	6	..	6	..	..	..	..	..	..
D. T. M. (Calcutta) . .	19	18	37	14	15	29	..	..	..	..	..	..

* i.e., appearing from a recognised institution.

VIII.—Examination Results—contd.

Examinations.	MALES.						FEMALES.					
	NUMBER OF EXAMINEES.			NUMBER PASSED.			NUMBER OF EXAMINEES.			NUMBER PASSED.		
	Public *	Private	Total	Public *	Private	Total	Public *	Private	Total	Public *	Private	Total
	1	2	3	4	5	6	7	8	9	10	11	12
<i>Engineering.†</i>												
Bachelor of C. E. . .	244	..	244	173	..	173	..	..	..	..	..	..
Bachelor of M. E. . .	67	..	67	52	..	52	..	..	..	..	..	..
Bachelor of Mining and Metallurgy,	5	..	5	5	..	5	..	..	..	..	..	..
<i>Education.</i>												
B. E., B. T., & L. T. .	725	122	847	559	77	636	77	40	117	66	34	100
<i>Commerce.</i>												
Master of Commerce .	12	3	15	10	1	11	..	..	..	..	..	..
Bachelor of Commerce .	420	92	512	234	49	283	1	..	1	..	..	..
<i>Agriculture.</i>												
Master of Agriculture .	1	..	1	1	..	1	..	..	..	..	..	..
Bachelor of Agriculture .	237	1	238	164	1	165	..	..	..	..	..	..
<i>INTERMEDIATE EXAMINATIONS.</i>												
Intermediate of Arts (a) .	11,177	2,320	13,497	5,607	938	6,545	427	181	608	310	111	421
Intermediate in Science (b)	12,657	4,292	16,949	5,083	1,516	6,599	310	185	495	152	81	233
Licentiate of Civil Engineering (c).	142	..	142	99	..	99	..	..	..	..	..	..
Licence, Diploma or Certificate in Teaching.	1,900	111	2,011	1,457	76	1,533	384	11	395	322	6	328
Intermediate or Diploma in Commerce.	719	2	721	437	2	439	2	..	2	..	..	..
Licentiate of Agriculture (d)	184	..	184	141	..	141	..	..	..	..	..	..
Veterinary Examinations.	304	9	313	247	8	255	..	..	..	..	..	..

* i.e., appearing from a recognised institution.

† Including the Diploma Examination of the Thomson Civil Engineering College, Roorkee.

(a) Includes figures for Intermediate in Science in Burma.

(b) Includes figures for Madras which relate to "Intermediate in Arts and Science"

(c) Includes figures for Intermediate in Civil Engineering in Bihar and Orissa.

(d) Includes figures for Intermediate in Agriculture in Bombay.

VIII.—Examination Results—concl'd.

Examinations.	MALES.						FEMALES.					
	NUMBER OF EXAMINEES.			NUMBER PASSED.			NUMBER OF EXAMINEES.			NUMBER PASSED.		
	Public*.	Private.	Total.	Public*.	Private.	Total.	Public*.	Private.	Total.	Public*.	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
SCHOOL EXAMINATIONS.												
<i>(a) On completion of High School course.</i>												
Matriculation . . .	46,669	4,922	51,591	29,583	2,080	31,663	1,148	564	1,712	867	307	1,174
School Final, etc . . .	30,292	6,197	36,489	24,210	4,331	28,541	1,143	165	1,308	871	94	965
European High School ** .	301	6	307	138	5	143	221	2	223	166	2	168
Cambridge School Certificate	555	229	784	407	36	443	311	22	333	206	9	215
<i>(b) On completion of Middle School course.</i>												
Cambridge Junior . . .	661	14	675	473	1	474	514	6	520	331	3	334
European Middle . . .	819	3	822	341	..	341	443	1	444	385	..	385
Anglo-Vernacular Middle .	82,160	964	83,124	61,197	286	61,483	4,627	136	4,763	3,176	51	3,227
Vernacular Middle . . .	69,716	11,181	80,897	41,276	5,524	46,800	6,282	1,399	7,681	3,491	660	4,151
<i>(c) On completion of Primary course.</i>												
Upper Primary . . .	256,988	2,248	259,236	194,050	453	194,503	20,716	367	21,083	14,357	173	14,530
Lower Primary . . .	529,136	1,078	530,214	401,743	882	402,625	71,614	290	71,904	54,827	237	55,064
<i>(d) On completion of Vocational course.</i>												
For teacher's certificates—												
{ Vernacular, Higher . . .	6,684	1,187	7,871	5,083	321	5,404	1,993	114	2,107	1,399	40	1,439
{ Vernacular, Lower . . .	10,522	2,489	13,011	8,285	1,120	9,405	1,161	82	1,243	739	50	789
At Art Schools . . .	1,093	17	1,110	620	6	626	40	..	40	23	..	23
At Law Schools . . .	38	..	38	31	..	31	..	..	..	..	..	..
At Medical Schools . . .	1,579	297	1,876	786	167	953	202	16	218	141	11	152
At Engineering Schools† .	939	671	1,610	667	346	1,013	..	..	..	..	..	..
At Technical and Industrial Schools.	3,271	1,401	4,672	2,593	729	3,322	159	383	542	122	178	300
At Commercial Schools .	2,352	6,035	8,387	1,059	1,161	2,220	66	37	103	31	10	41
At Agricultural Schools .	198	..	198	178	..	178	..	..	..	..	..	..
At other Schools . . .	8,411	562	8,973	4,829	203	5,032	11	1	12	7	..	7

* i.e., appearing from a recognised institution

† Include Survey Schools.

** Includes figures for Cambridge High School in U. P.

IX.—Statistics of educational

Types of Institutions.	No. OF INSTITUTIONS AND SCHOLARS.							
	GOVERNMENT.		DISTRICT BOARD.		PRIVATE.		TOTAL.	
	Institutions	Scholars.	Institutions	Scholars.	Institutions	Scholars.	Institutions	Scholars.
1	2	3	4	5	6	7	8	9
I. RECOGNISED INSTITUTIONS.								
<i>For Males.</i>								
Arts Colleges	3	451	1	70	20	2,638	24	3,154
Professional Colleges	2	495	..	..	..	..	2	495
High Schools	20	5,806	142	42,143	1,038	218,257	1,195	261,206
Middle Schools	45	5,188	5,089	717,512	3,131	296,099	8,265	1,018,799
Primary Schools	3,041	116,981	57,484	3,273,208	99,938	3,611,865	160,488	7,002,054
Training Schools	375	20,013	64	658	48	2,584	432	23,255
Agricultural Schools	7	206	1	17	3	121	11	344
Schools for adults	4	125	1,971	45,790	1,331	31,464	3,306	77,979
Other Schools	46	1,953	21	645	2,479	101,989	2,546	104,587
Total	3,543	151,218	64,773	4,080,043	108,008	4,280,012	176,319	8,491,273
<i>For Females.</i>								
Arts Colleges . . . . .	..	..	..	..	..	..	..	..
Professional Colleges . . . . .	..	..	..	..	..	..	..	..
High Schools	1	176	1	92	7	1,201	9	1,469
Middle Schools	7	885	46	3,383	71	8,355	124	12,628
Primary Schools	245	13,280	6,715	800,103	16,715	446,998	23,875	760,281
Training Schools	78	2,680	1	2	40	1,993	119	4,675
Agricultural Schools . . . . .	..	..	..	..	1	50	1	50
Schools for adults . . . . .	..	..	4	120	5	94	9	214
Other Schools . . . . .	..	..	..	..	31	1,365	31	1,365
Total	331	17,021	6,767	803,700	16,870	459,956	23,968	780,677
GRAND TOTAL FOR ALL RECOGNISED INSTITUTIONS.	3,874	168,239	71,540	4,383,743	124,878	4,719,968	200,287	9,271,950
II. UNRECOGNISED INSTITUTIONS.								
For Males . . . . .	..	..	..	..	..	..	25,118	413,708
For Females . . . . .	..	..	..	..	..	..	3,621	64,199
TOTAL . . . . .	..	..	..	..	..	..	28,739	477,907
GRAND TOTAL FOR ALL INSTITUTIONS . . . . .	..	..	..	..	..	..	229,026	9,749,857

Institutions in rural areas.

EXPENDITURE ON INSTITUTIONS.				NO. OF TEACHERS.			
From Government Funds.	From District Board Funds.	From other sources.	Total expenditure.	In Government Institutions.	In District Board Institutions.	In Private Institutions.	Total.
10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.				
2,71,065	11,395	3,63,176	6,46,236	34	9	205	243
8,77,511	..	80,405	4,57,916	67	..	..	67
26,95,552	13,76,798	80,08,754	1,20,81,104	304	2,466	12,112	14,992
79,39,277	50,51,659	51,66,538	1,81,57,474	255	25,478	15,896	41,629
3,00,86,788	1,69,97,575	1,07,06,873	5,77,91,236	4,074	112,562	134,685	251,321
43,41,155	1,16,047	2,08,737	40,65,939	1,165	184	246	1,595
76,266	1,860	14,316	92,442	18	2	7	27
92,475	45,059	27,437	1,64,971	4	716	1,241	1,961
6,06,975	1,41,271	12,94,857	20,43,103	99	32	6,169	6,300
4,64,87,664	2,37,41,664	2,58,71,093	9,61,00,421	6,020	141,809	170,561	318,050
..
..
2,41,943	8,029	86,027	3,35,999	14	9	92	115
1,25,734	78,452	1,71,392	3,75,578	42	159	461	662
32,95,382	19,74,020	8,64,588	61,33,940	558	10,976	19,086	30,620
10,67,940	2,159	2,02,024	12,72,123	322	1	236	559
360	..	..	360	..	..	1	1
520	114	..	634	..	2	4	6
17,075	264	66,585	83,924	..	..	76	76
47,48,904	20,63,038	13,90,616	82,02,558	636	11,147	19,956	32,039
5,12,36,568	2,58,04,702	2,72,61,709	10,43,02,979	6,956	152,616	190,517	350,089

Explanatory notes :—

- (1) Figures for urban areas (i.e., municipal, cantonment, notified and small town committee areas) are excluded from this table.
- (2) The expenditure on institutions includes expenditure on buildings and miscellaneous charges incurred on the schools.
- (3) The total number of pupils from rural areas, who are under instruction, is shown in the last column of Tables IV—A and B and V—A and B.
- (4) This table includes statistics relating to training schools, whether situated in urban or in rural areas, in which the majority of the students are being trained for employment in rural areas. It does not include the returns of training institutions located in rural areas, the majority of the students in which are trained for schools in urban areas.

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